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ABSTRACT

This guide to the development of reading and reading-related materials for newly literate individuals is designed for use in developing nations in the Asian Pacific region with relatively large neo-literate populations who may have little opportunity to practice and improve literacy skills. The guide consists of three sections. The first section addresses the theory and principles of producing materials for this population. The first chapter discusses the importance and characteristics of materials for neoliterates and the second chapter takes a theoretical look at the framework, objectives, approach, contents, and methodology of neo-literate materials. The second section is concerned with the development and production of materials, and includes chapters on the following: (1) data needed for material development; (2) selection of theme and format; (3) procedures for development of print, non-print, electronic, and game materials; (4) production of printed materials; and (5) selection of existing materials. The third section contains chapters on the administration, distribution, utilization, and evaluation of materials. Appendixes contain statistical data on literacy in both developing and developed nations, including the Asian Pacific region, and bibliographies on adult education in Asia and the Pacific and on simple teaching and learning materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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GUIDEBOOK

for Development and Production of Materials for Neo-Literates

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GUIDEBOOK

for Development and Production of Materials for Neo-Literates

Asian Cultural Centre for Unesco (ACCU)

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GUIDEBOOK
for Development and Production
of Materials for Neo-Literates
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Preface

This guidebook was produced by the Asian Cultural Centre for Unesco (ACCU) in Tokyo, with the co-operation of 12 Unesco Member States in the Asian/Pacific region and the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), to serve as a guide in the development and production of materials for rural neo-literates in the region.

The need for developing a guidebook for production of such materials was expressed during the First Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, organized by ACCU and held in Japan and the Philippines in April 1983, with 12 countries participating. Acting upon this recommendation, ACCU invited experts from five countries in the region as well as a technical adviser from Unesco ROEAP to the 1984 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP) (Tokyo, in June 1984).

The experts in the above meeting, namely Mr. Satyen Maitra (India), Dr. Kowit Vorapipatana (Thailand), Mr. Maman Suherman (Indonesia), Mr. Li Ze Peng (China) and Mr. M. A. Qasem Sandwip (Bangladesh) and Mr. T.M. Sakya (Educational Adviser, Unesco ROEAP), working in conjunction with the ACCU Secretariat, shared in devising the individual chapters in the production of the guidebook's first draft. The interaction between experiences drawn from the respective countries and ACCU's experience in the joint production programme was reflected in the process of producing the draft.

This first draft was then submitted to the participants from 12 countries in the Second Regional Workshop (Thailand, October 1984), whose comments and concrete suggestions were applied in the revision of its contents. Finally, ACCU, with the active co-operation of Mr. Sakya of Unesco ROEAP in making the contents consistent so that the guidebook may be easily understandable and usable, produced the present version.

ACCU wishes to express its heartfelt appreciation to the above experts as well as to all of the many participants from the respective countries who have provided invaluable comments and suggestions in all workshops organized to date. It is our sincere desire that this guidebook prove useful to persons and organizations involved in production of materials for neo-literates in rural areas in all regions of the world.

Furthermore, we should be grateful for any suggestions that we may receive from individual readers regarding further improvement or revisions.

Naotoshi Fukui

Naotoshi Fukui
Director-General, ACCU

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Materials for Neo-Literates produced by ACCU under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP Programme)

SECTION I

Principles of Materials for Neo-Literates

Devotion (Manzoor Alam Beg, Bangladesh)

CHAPTER I

Importance and Characteristics of Materials for Neo-Literates

1. Need for neo-literate materials

The Asia and Pacific Region is a vast region in which 63.3 per cent of the world population live. In 1980, it had 2.8 billion population. Except for the four developed countries of the region i.e. Australia, Japan, New Zealand and U.S.S.R., almost all the countries of the region are predominently rural. In the developing countries of the region, 72.2 per cent of the population live in the rural areas,[1] and these countries cannot develop themselves unless their rural people are developed. All available data shows that the rural areas are lagging behind in development in all the countries, and illiteracy and lack of scientific and technical knowledge among the rural population to improve their quality of life and production are identified as important reasons for their under-development.

The population of the cities is also growing in the region. The urban population of the region increased from 650 million in 1970 to 886 million in 1980. All the cities are facing the problem of migration from the rural areas, creating pockets of slum dwellers, pavement dwellers, etc. who are mostly poor and without skills and knowledge required for getting jobs in the big cities.

The countries in the region are aware of the problem and they are trying to solve the problems. Naturally, one of the priority programmes for rural and urban dwellers is to provide the people with necessary knowledge and skills through formal and non-formal education to improve their quality of life and their production capacity.

As a result of the primary education expansion and the eradication of illiteracy there are more neo-literate poeple today in the developing countries in the region than at any time before. Although primary education enrollment has increased in many countries to large extent, the children from poor families in the slum areas and in rural areas, either do not go to the schools or they drop out without completing the primary education cycle. In 1970 about 25 million children dropped out of school each year before reaching grade four. In many countries, the primary education drop-out rate is still more than 50 per cent. These primary school drop-outs and people who have learned literacy through literacy programme are called neo-literates.

2. Categories of neo-literates

It is difficult to define the neo-literate person in precise terms applicable to all countries in the region. The difficulty arises because of the fact that definition of a literate person differs from country to country and in a same country it differs over a period of time. Generally, the people who have acquired basic literacy skills (i.e. reading, writing and arithmetics) through primary education or through literacy classes are called neo-literates. While they attained some degree of literacy skills, they are likely to relapse into illiteracy unless some appropriate continuing/ follow-up education (neo-literacy education) is provided for them.

Generally, there are three categories of neo-literates:

a) Beginning level
neo-literates who have limited literacy skills and those who need guidance to use learning materials and need simple reading materials suited to their abilities and interests

b) Middle level
neo-literates who can read interesting stories, newspapers, songs and comics by themselves and try to understand them in relation to their daily experiences

c) Self-learning level
neo-literates who can study books and news-

papers independently and who are willing to go to libraries and other places in search of reading materials

3. Importance of neo-literate materials

Experience and studies in the countries in the region show that neo-literates become illiterate again after some time if they do not get a chance to practise their literacy skills through reading and writing. In Thailand, 33 per cent of people who have completed primary education relapsed into illiteracy according to a survey conducted in 1969, but the situation improved considerably after providing reading materials to the primary school completers. Only 18.33 per cent of primary school completers relapsed into illiteracy in 1983. The study also mentioned that Thailand lost about 2,900 million baht due to the relapsing of the primary education graduates into illiteracy again up to the time of the study.[2]

Neo-literates do not read and write if they do not recognize the benefit from reading and writing. Therefore, most of the developing countries in the region have started education programme for neo-literates under which the neo-literates are provided help and opportunity to practise their literacy skills and through this they also learn useful knowledge and skills needed to improve their quality of life, i.e. knowledge about civic education, health, hygiene, family planning, nutrition etc. and to improve their production capacity and earning capacity, i.e. knowledge and skills about agriculture, animal husbandry, trade and industries, marketing etc.

The neo-literate education programme is therefore not only an education programme, but also a developmental activity. Besides departments of education of the countries, other development agencies, governmental and non-governmental, also have development oriented education programme called extension programmes related to health, agriculture, industries etc.

Both workers working in the extension programmes and those in the neo-literate educational programmes have come to realize that the knowledge and skills disseminated through printed materials like booklets, posters etc. are more effective and permanent than the dissemination of messages through media and traditional ways of oral dissemination.

Communication experts have found that there are inherent problems involved in receiving information over the media. People retain only 20 per cent of what they hear and only 50 per cent of what they see and hear (Media Asia, 1974). Illiteracy in fact supports the spread of misinformation since messages have been known to get distorted anywhere from 29 to 57 per cent depending upon the complexity of the message when handled by illiterates (Singh, 1973). This means that extension workers have to go back to participants again and again even to make minor adjustments in the initial message or to remove distortions.

Media use does not contribute to persons becoming independent consumers of information. On the contrary, listeners and viewers become further dependent upon outside sources of information. Finally, the listener and the viewer has no control over electronic media. Print media are much more amendable to user control than are radio or T.V. A community based rural newspaper is much more easily possible than participative radio or participative T.V. programmes. Electronic media combined with print media have been found more effective.[3]

There are other very important uses of literacy skills. Ability to use literacy for development releases the people from a sense of personnel inferiority, from the relationship of dependency and subservience, and gives to the neo-literates a new sense of identity, status and self-confidence which are very important for the people in rural area to be an active participant in the development process. Recognizing the importance of disseminating development-oriented information through printed materials. Thailand has set up village newspaper reading centres in a number of places.

Comparative studies of the situations in the villages which have newspaper reading centres and those which do not have such centres revealed that the primary school graduates who

lived in the villages that have newspaper reading centres have a higher literacy retention rate than the primary school graduates which do not have access to the newspaper reading centres.

Another study conducted by the North-Eastern Regional Non-formal Education Centre in Thailand revealed that the people of the villages where the newspaper reading centres are located have improved their reading habits, are buying more books and reading materials for their homes and, most importantly, the people in the villages with newspaper reading centre have exercised their voting rights more than the people which do not have access to newspaper reading centres.[4]

Now more and more development economists and development planners have become convinced that literacy and post-literacy programmes help the people not only to learn more development-related knowledge and skills by themselves but also that literacy and post-literacy help the people to get more benefit from existing socio-economic development institutions such as extention programmes, agriculture banks, co-operative societies, health centres etc. In the cities, they also help the people to get organized and form labour unions in order to get higher wages and security of jobs.

Some years back one very famous economist, Mr. Mark Blaung[5], had found in a study how literacy and post-literacy programmes could contribute to economic development in different ways:

(1) raising the productivity of new literates; raising the productivity of individuals working in association with literates – the so-called spillover benefit of literacy; (2) expediting the flow of general knowledge of individuals (e.g. instructions about health and nutrition) and thus reducing the cost of transmitting useful information; (3) stimulating the demand for vocational training and technical education; (4) acting as a device for selecting the more able and enhancing their occupational mobility; and finally, (5) strengthening economic incentives, meaning the tendency for people to respond positively to a rise in the rate of reward for their efforts. No wonder, he found the map of world illiteracy and the map of world poverty to be congruent. A comparative study recently done of development indicators of literate and illiterate countries has shown that total fertility rate in illiterate countries is almost double than that of the literate countries; the average female life expectancy in illiterate countries is 46.5 years whereas it is 68.3 years in literate countries and the infant mortality rate of illiterate countries is almost double than that of the literate countries.

Village Newspaper Reading Center (Thailand)

4. Need for a guidebook for preparing and producing neo-literate materials

All available facts indicate that the development of neo-literate learning materials related with development and their utilization in the rural areas and in the urban areas are the best investment the developing countries of Asia and the Pacific can make to promote and strengthen rural development and urban development which will in turn ensure overall development of the countries.

Realizing the need and importance of neo-literate materials for development, Unesco and ACCU have cooperated together in launching the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP) and to organize a series of training programmes, i.e. The Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific. The first Regional Workshop was held in Japan and the Philippines in April 1983 and the second in Chiangmai, Thailand in October 1984.

The Asian/Pacific Joint Production Programme (AJP) and the Regional Workshop have identified the following types of neo-literate materials for development:

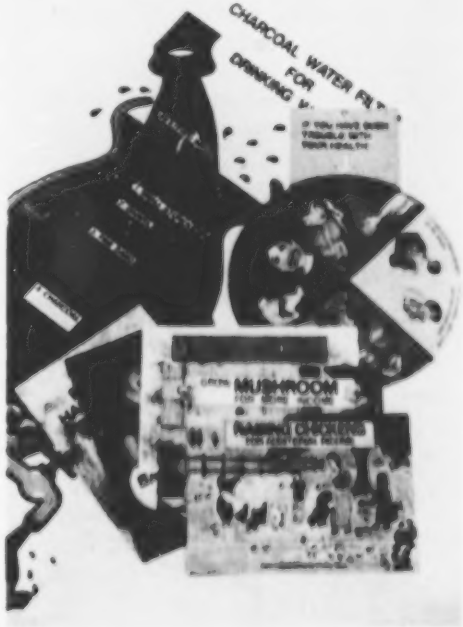
1. printed book materials
2. printed non-book materials
3. electronic media materials
4. games and others

ACCU has produced a number of prototype neo-literate materials under AJP programme and the first Regional Workshop on the Preparation of Literacy Follow-up Materials held in Japan and the Philippines (April 1983) had also developed some exemplar neo-literate materials.

Participants in the first Regional Workshop suggested that a guidebook for the preparation and production of literacy follow-up materials should be developed to help the people engaged in the preparation and production of neo-literate materials in countries in the region to develop better neo-literate materials such a guidebook could also aid in training more people in the development of neo-literate materials at the national and sub-national levels in the countries.

Following that suggestion, an attempt has been made to prepare a "Draft Guidebook for Preparation and Production of Materials for Neo-literates in the Rural Area in Asia and the Pacific." The chapters following will deal with various aspects of preparation and production of neo-literate materials. Ideas and methods included in this guidebook are the outcome of deliberations in the Regional Workshop (April 1983) and contributions from neo-literate materials experts from different countries in the region, along with imput from Unesco, ROEAP and ACCU.

The draft of this guidebook has been used as working a document for the Second Regional Workshop on the Preparation of Literacy Follow-up Materials, held in Chiangmai, Thailand, 3–12 October 1984. After the deliberation and discussion in the Workshop, the guidebook was revised and finalized for wider dissemination.



Materials for Neo-Literates produced by ACCU under Asian/Pacific Joint Production Programme (AJP Programme)

Objectives of the Guidebook

The objectives of the guidebook are as follows:

A. to help policy-makers and planners of neo-literate programmes to understand the importance of neo-literate materials for development and the processes involved in the preparation and production of those materials
B. to help people working in the development and utilization of neo-literate materials to acquire more knowledge and skills in the preparation and production of neo-literate materials
C. to serve in the training of personnel engaged in the preparation and production of neo-literate materials
D. to help to learn from the experiences of different countries in the field of neo-literate materials development

The guidebook may be utilized as follows:

a) as a guidebook by neo-litearte materials planners, administrators, writers, illustrators, and producers
b) as reference reading material for the trainees in the training courses relating to neo-literate materials development
c) as a working document for meetings and workshops related with neo-literate programmes in general and materials development programmes in particular

Accordingly, the guidebook as a whole or any part of it could be adopted or adapted in its original form or in translated form in any language of the countries in the region. (This could be arranged by writing a letter to ACCU, Japan).

5. Learning behaviours of neo-literates

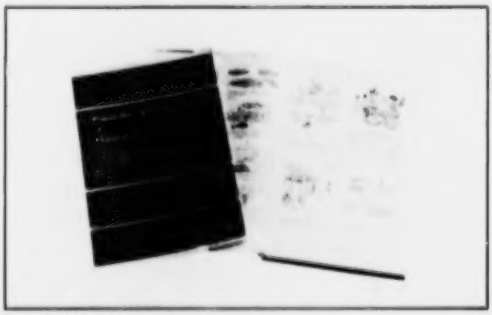
Adult learning is a complex process. Neo-literate materials only heop the adults to learn; provision of neo-literate materials alone does not automatically ensure learning among the adults. A combination of different factors is required to promote learning. Therefore, it will be useful to discuss briefly adult learning behaviours before discussing the characteristics of the neo-literate materials.

Many people, especially illiterates and neo-literates in the rural areas, have a wrong notion about learning. They believe that as people get older, they loose their learning capacity.

People working in literacy and post-literacy programmes must try to give confidence to the learners that people an learn throughout their life, that advance in age does not impair their learning capacity. As early as 1927, the great psychologist E.L. Thorndike[6] had found through his studies that the ability to learn decline only very slowly and very slightly (i.e. one per cent per year) after twenty years. The decline is also only speed of learning not intellectual power. Learning ability actually can be improved through better learning environment, better teaching methods and better learning materials.

According to him, in the process of aging, other physiological changes occur such as decline in visual acuity, reduction in speed of reaction, and lowering of energy levels. The learning materials developer should take these factors into consideration and try to prepare materials using better and larger prints more illustrations, and simpler language.

Another very important fact about adult learning is that adults can not be forced to study particular learning materials as done in the case of children in the schools. Adults learn if the learning environment and materials are condusive and attractive to their learning.



Preparation and Field-Testing of Materials for Neo-Literates (Final Report, 1984 Regional Workshop)

6. Characteristics of neo-literate materials

The learning behaviours of adults and their reading habits would provide very useful clues for understanding the characteristics of materials for neo-literates.

A. Characteristics related to purpose

1. The literacy follow-up materials or neo-literate materials should be suited to the learning skills of the target neo-literates. Since there are different types and levels of neo-literates with different levels of literacy skills, the neo-literate materials must be graded according to language difficulty levels so that the neo-literates with different literacy and other learning skills could use them and acquire required knowledge and skills. The neo-literate materials should help the learners to retain, consolidate and improve their literacy skills.

2. The materials should focus on the real and immediate problems of the learners and the environment in which they are living.

3. They should promote active learning i.e., they should help to develop a critical attitude towards problems, reflect on them, analyse them, discuss about them and take proper decisions in time.

4. There must be special types of materials for special groups and programmes (women, minorities, immigrants, aged people, etc.).

B. Characteristics related to contents

5. The neo-literate materials should be correlated with individual and social development goals. The materials should contain ideas, and information about overall national and individual development programmes, and some specific materials should contain information about specific development activity. The neo-literate materials should promote an inter-disciplinary approach in contents, and facilitate inter-departmental co-ordination of the different development agencies/programmes.

6. The neo-literate materials should not just pass on information and facts, but should pose problems or describe potential problem conditions and provide related technical and scientific knowledge to aid in solving the problems.

7. The neo-literate materials should incorporate leaners' participation and draw on their experiences.

8. Neo-litearte materials should promote good citizenship, national integrity, taste for art and culture, etc.

9. The neo-lietrate materials should as far as possible use resources from the culture, folk wisdom and day-to-day experiences of the learners.

C. Characteristics related to form and application

10. The language of the neo-literate materials is determined by the language policy of a country, but there is a general consensus that neo-literate materials in the mother tongue of the learners are much more easily learnt than are materials in other languages.

11. The neo-literate materials should be simple, attractive and interesting. Since neo-literates have relatively low level of language skills, the language used in the learning materials should be simple and easy, while the theme and topic should be suited to the level of maturity of the adult learners. The adult leaners do not like to be treated as children. The neo-literate materials must be interesting to read. If the learning materials could create interest and sustain it, the adults would be interested to continue learning.

12. Neo-literate materials should utilize visual aids like illustration, charts, photos and drawings as much as possible, and these should be appropriate for the learners' interests and needs.

13. All types of neo-literate materials when viewed together should give clues as to how different materials could be used in combination. The combination of different types of noe-literate materials aids in imparting difficult knowledge, and the different materials help to reinforce each others impact.

14. The neo-literate materials should provide for progression at a rate of speed commensurate with the learner's individual ability. Self-evaluation and group evaluation techniques should be integrated in each type of material.

The above list is not exhaustive. Topics outlined are expanded and explained in more detail in later chapters.

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CHAPTER II

Theoretical Approach to the Production of Materials for Neo-Literates

1. Contextual framework for developing neo-literate materials

It is not advisable to take up "Learning Materials for Neo-Literates" as an isolated topic. An overview of the non-formal learning situation in rural areas is necessary to find out how and where the neo-literacy materials fit into the general patterns made by the components of the programme – objectives, material production, contents, methodology of application, implementation and evaluation. These components are closely inter-related.

Like other educational programmes, it should have the following components:

1. Selection of educational objectives
2. Preparation of appropriate materials for attainment of the objectives.
3. Preparation of learning plan with content areas or a curriculum
4. Training of instructors to ensure proper use of the learning materials
5. Implementation of the learning programme
6. Formative and summative evaluation of the learning materials in terms of attainment of the objectives
7. Revision/improvement of the materials for the better attainment of the objectives.

In the field of non-formal education, conditions are much more favorable than in formal education for the introduction of innovative measures and for the inclusion of these components, as it is basically a flexible relevant approach to the needs of the learners in their particular situations.

2. Objectives of the learning materials

The development of learning materials for neo-literates has the following objectives:

1) Re-inforcement of literacy (two functions)

a) *to prevent a lapse into illiteracy for want of reading materials*

Much effort and expenditure is involved in making people literate, but if neo-literates lack reading materials very soon they will lapse back into illiteracy, and nullifying all such efforts.

b) *to bring the literacy of the neo-literates to the independent learner level*

One of the primary objectives of the preparation of materials for neo-literates is to ensure that the literacy acquired by them is further strengthened so that they can gradually develop to the self-learning level. The neo-literate materials should be so designed and graded that the transition from the stage of neo-literacy to that of self learner is achieved with ease.

This is necessary in view of the fact that the materials are to be used in both structured as well as in unstructured situations. By a structured situation is meant organized learning where the materials used begin with primers or the first book, and gradually advance to more difficult materials.

In the unstructured situation, which is most often the situation the non-formal education field worker finds himself in, the reading abilities of the clientele range widely from zero to a fairly advanced stage. Neo-literates need to be made aware and informed of matters which are important to them. The materials, consequently, have to be largely visual or audio or a combination of the two.

2) Improvement of economic skills

Neo-literates and illiterates are usually poor and live in rural areas or in very crowded communities, and are either unemployed or underemployed. The improvement of their economic conditions is an important objective in the development of learning materials. This can be achieved if the literacy materials teach them new skills, upgrade their old skills and acquaint them with ways and means of utilizing schemes and projects drawn up for their benefits, informing them of the procedures for getting assistance from rural banks, credit institutions and the cooperatives. The learning materials should also teach them to fill out forms and applications and how to write letters and address them to development agencies.

3) Access to information

Literacy materials should communicate messages/information which can help the target audience to raise their standard of living and improve the quality of life through better health practices, better food, increased income, improved family life and more direct civic and community participation. In short, the literacy materials should bring about an all-around functional improvement in most of the learners' lives. It must try not only to overcome alphabetical illiteracy but also should overcome the lack of knowledge and information which makes people feel hopeless and alien in their own surroundings.

4) Development of critical awareness

Education, whether formal or non-formal, should develop critical thinking and reasoning power. It should aim to nurture into being mature and rational individuals. When adult learners gain insight into their existential situation they become active agents of development and not passive recipients of information. This awareness can help them to understand problems better and to examine different options before deciding on a course of action. To weave this awareness into the general fabric of literacy materials requires skill and acquaintance with the actual living conditions of the learner.

5) Formation of rational and scientific attitudes

Neo-literates have to discard some strongly held convictions and beliefs which probably had some social significance ages ago, but which are totally counter-productive and anti-developmental in the present time. Some superstitious beliefs still exist, especially in far flung rural communities, binding them to the conditions of the past and thus hindering progress. Now they have to adapt themselves to concepts which will be conducive to their development, but the lack of scientific knowledge blunts the message or in the minds of the neo-literates. The neo-literacy materials should, therefore try to develop scientific concepts and inculcate the scientific temperament among neo-literates so they can come to understand that some changes are possible through their own efforts without depending upon divine intervention. This is a very sensitive area, and if the materials are not prepared with insight and imagination, they may stiffen the resistance and harden the attitude of the learners.

6) Orientation toward values, desirable attitude and action

The use of the literacy materials developed should result in desirable behavioral changes, in desirable values development among the users. It should alter the living style through stronger, newer values and attitudes. The materials should be action-oriented with some sort of implementation mechanism.

7) Provision for entertainment

The neo-literates lead a hard and gritty existence with not much joy and diversion. If the learning process becomes too dull and grim then resistance may develop among the learners. So while the main aim is to instruct and inform, at the same time efforts should be made to make the learning materials attractive and, if possible, entertaining. The best solution is to prepare educational materials which will contain elements of entertainment and entertaining materials which will contain elements of education. Works of fiction, the arts, sports, etc., should also be avail-

able to the neo-literates to help them develop a taste for good music, the arts, even good literature, which in turn will enrich their personalities and bring about desirable attitudinal changes.

Materials aimed at development can be divided into *two categories:*

a) *those which can help the neo-literates directly*

simple lessons on health and nutrition, instructions in poultry and livestock, food processing, shoe repair, family welfare education, civic duties and responsibilities, etc.

b) *materials which can make the neo-literates aware of some benefits* or beneficial schemes which require active assistance from governmental or non-governmental agencies to realize these benefits

income generating schemes, legal rights, social justice, etc. These will need supportive economic, political and social structures.
Cooperatives, etc., when fully and correctly implemented, can lead to great improvement in the standard of living of neo-literates.

3. Approach to material production

Broadly speaking, there are two approaches to materials production:

1) The presumptive and unsystematic approach (undesirable method)

A lot of materials for neo-literates are produced in many countries based on a presumptive approach. It presumes that the writers/producers of these materials know through their own instincts and intuition what is good for the target neo-literates without really getting to know them and without making an objective study of the socio-economic and cultural factors which operate in their lives. In this approach there seems to be sympathy or concern for the neo-literates, but what is lacking is empathy, the ability to look at the problems they face from their point of view by placing oneself in their position.

2) Planned and organized approach (Method used in this guidebook)

This approach places the target neo-literates squarely in the center of the picture. It proceeds from an abstract to a concrete level, and requires some practical steps:

a) It is necessary to carry out a survey or a context study of the area and of the target neo-literate themselves to identify the problems and constraints in their lives and to examine social, economic and cultural factors. As described in SECTION II, Chapter I "Data Needed for Development and Production of Materials for Neo-Literates", materials production begins with surveying the needs of the target neo-literates by actually visiting their villages/communities. Without knowing the actual situation of the target group by field-visiting, one cannot develop any suitable and beneficial materials for them.

b) *Identifying problems and sub-problems*
Problems can be general, like poverty, ill health, ignorance, etc., and without knowing the particular aspects of the target group, it would be difficult to build lesson units around such general problems. What is needed is to break down the general problems into specific sub-problems by using the actual data collected by the producer himself through field-survey.
For example, the problem of ill health can be broken down into sub-problems of malnutrition, ignorance of health measures, polluted environment, lack of food caused by poverty, and a host of others.
The problems of highest priority will be selected as the themes of the materials to be produced.

c) *Arranging for preparation of the materials*

At this point, arrangements for the preparation of the materials must be made. Component writers, illustrators and material producers need to be contacted. It is good to keep in mind that writing for neo-literates is an extremely difficult task. To write simply but effectively to suit the adult learners is an art which has to be acquired.

4. Contents of neo-literate materials

Basically, education is a programme for change, and the change can only be benefical when the right kind of challenge can arouse the right kind of feeling or emotion to initiate the right kind of action. It follows that the contents of learning materials must incorporate the objectives of the programme and cover the three domains of learning-cognitive, affective and psychomotor. The three domains are distinct but should mutually support each other.

a) cognitive (knowing) – acquisition of literacy and knowledge

b) affective (feeling) – gaining understanding and a positive mental response to problems.

c) psychomotor (acting and doing) – action leading to change or improvement in living conditions

There may not be equal treatment or "mix" of these three. Some literacy materials may have more of one domain than the others, but attempts should be made to include all in the contents of the materials to be prepared to achieve the objectives of the programme. Needless to say, the contents should be geared to the objectives of the programme.

5. Methodology of application

In non-formal education there is a wide range of media available for delivering the educational message to its target group. The contents need not be squeezed into one particular medium. There can be the written medium, visual, audio, electronic, and a whole range of others. Each medium has its own advantages and drawbacks. Quite often, different media may be combined to produce optimum effects. The message gains in clarity and results in greater understanding when it is delivered through different but appropriate media. It also breaks the monotony of learning. For example, lessons for the acquisition of basic literacy skills may have to follow a structured sequential framework following sound pedagogical and andragogical principles, but visual aids, games and discussions will enliven the learning process. Communication development materials for better life, new skills, etc., will have to be largely cognitive, through conveyance of knowledge, but visual presentations, dialogues and simulation games, demonstrations, etc., can help the learners gain a clearer understanding and more readily accept the ideas.

To bring about attitudinal change, a direct approach to the "do's" and "don'ts" may not yield the desired results. Dramas and role playing which can make an emotional impact on the audience, particularly when followed by discussion, have better educational potential.

Resource Center for Adult Education
(West Bengal, India)

6. Training of writers, illustrators and producers

Writers and illustrators may be trained through a neo-literate materials producers' workshop under the guidance of experienced experts on material production. The training or workshop should have the following stages:

(i) A general introduction of the writers and illustrators to the target group. This can cover—
   a) socio-economic problems of the target group
   b) role of education in solving at least a number of problems/sub-problems
   c) adult psychology of the group
   d) importance of the neo-literacy materials
   e) information about resources and resource agencies

It is desirable that the writer and the illustrator be taken to the actual places where the neo-literates live. This brings them close to the real conditions of the target group and aids them in modifying their ideas at the discussion level.

(ii) After the field trip, the material producers should be exposed to talks on some technical topics by subject matter specialists so that the information they get will be technically correct.

(iii) A detailed discussion on how to write for the neo-literate can be organized. This discussion should cover the criteria for such writing, e.g. selection of vocabulary, length of sentences, organization of materials under heads and sub-heads, readability and comprehension, importance of visual aids, etc.

(iv) The participants are then asked to prepare manuscripts on different topics with the illustrator preparing the appropriate illustrations which would reflect actual living conditions.

(v) After the preparation of the manuscript, the writers/illustrators meet again so that their writings can be read, discussed and adjusted in accordance with the norms indicated in the criteria list and technical information provided.

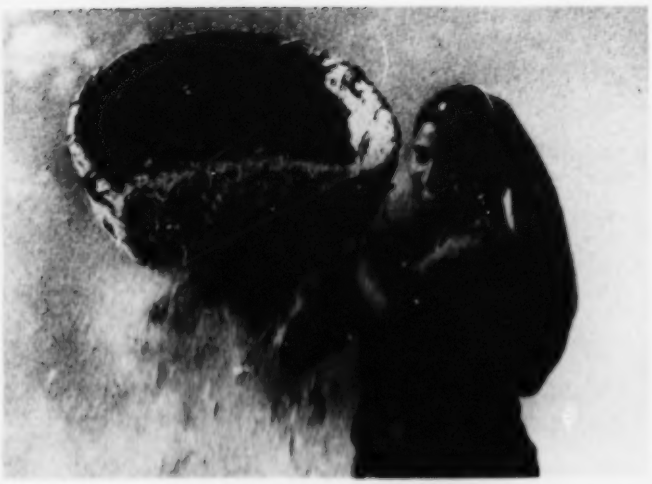
(vi) The manuscript can be revised and then printed in limited copies for evaluation in both structured and unstructured situations. This is the field testing stage.

(vii) The materials can then be revised, reprinted and used.

(viii) Another evaluation may be necessary to determine further improvement of the materials.

SECTION II

Development and Production of Materials for Neo-Literates



Winnowing (T. Kasi Nath, India)

CHAPTER I

Data Needed for Development and Production of Materials for Neo-Literates

1. Purpose of surveying needs of target neo-literates

The first step in development and production of materials for neo-literates is to collect and analise the data concerning to problems and of the target group.

Identification of the problems and the needs of the target group are important because the materials prepared should be based and linked with learners problems and needs to help them to improve their quality of life. Although neo-literate materials is just a part of the efforts from the whole educational and developmental efforts.

The materials should be directed toward helping the neo-literates in the villages to fulfill their needs and or to solve their problems.

2. Methods of surveying needs of target neo-literates prior to material production

(1) Things to consider before beginning the survey:

Firstly,

1) Clearly identify survey objectives.
2) Decide upon survey content in detail before beginning the survey itself. (Unclear or incomplete content planning can result in overall failure of the survey.)

Secondly, clearly identify target group.

a. male/female b. occupational group(s)
c. age group(s) d. region or location of residence e. classification by issues f. others

Thirdly, clearly identify survey method to be used.

Careful consideration of the nature of the target group and its situation leads to increased effectiveness.

Survey methods:

1. observation
2. interview – a. structure b. unstructued
3. distribution of questionnaire to be filled out
4. inconventional methods

Fourthly, determine who is to carry out the survey.

Select individual(s) who can bring the highest degree of survey effectiveness to the area being covered.

Fifthly, prepare compilation and organization of data so that the information may soon be available for use.

(2) Three basic methods of data collection

For collecting the data on the needs of the target group or neo-literates by surveying, we use three techniques; observation, interview and inconventional way.

A. Observation

Observation means observing deeply on the situation and living condition of the target group such as observing their daily food, clothing, housing, water, health including recreation and sports, environment and population, communication, income, education, culture and their spiritual life. From the observation we can identify their problems as well as their needs.

Here is examples of instrument we may use for observation.

1. Distance between their houses and their animal houses	☐	far enough
	☐	close to the house
	☐	part of the house
	Note:	_____
		_____
2. Utilization of their home garden	☐	well utilized
	☐	under utilized
	☐	not utilized
	Note:	_____
		_____

We could use more structure method i.e. questionnaire.

Things to consider in drawing up a questionnaire.

(1) Carefully consider the target individuals and their conditions
a. sex b. occupation c. age d. location
e. issues etc.

(2) Use questions that are easily understood and concretely stated.
Avoid ambiguous or compound questions.

(3) If a large number of questionnaires are distributed over a wide area, use 'check' (✓) style, using 'fill-in' (written) answer style only when necessary.

(4) On the questionnaire, include information such as:
a. surveyor's name,
b. date and time of survey, c. place,
d. name of person being surveyed.
This will aid in interpreting survey data.

B. Interview

Interview can be done by asking some people in the community especially community leaders both formal leaders like Head of Village, teachers, government officials who live in the village and informal leaders such as religious leaders, youth leaders, farming leaders and other informal prominent people in the community. And also by asking the target group themselves.

We may use sampling technique to limit the responses. We can use 5–10% sampling to both community leaders and people who are categorized as target group.

There are two kinds of interview, first is structured interview and the second is unstructured interview. For structured interview it is suggested to use open-ended question as examples below.

Talking with Village People (India)

1. How frequent you listen to educational radio programmes.

- ☐ often
- ☐ sometimes
- ☐ rare
- ☐ never

Please tell your reason, why.

_____

_____

2. Do you boil water before you drink?

- ☐ yes
- ☐ no

Please tell your reason, why.

_____

_____

We may use also unstructured interview as examples below.

1. Would you please tell us about your problem concerning the water for your daily use in your house. _____

2. Would you please tell us your opinion about education for your children. _____

C. Inconventional way

It is very hard to find the data relating with felt-problem of the people if we depend on data gathering by using only observation, interview and distribution of questionnaire.

It is quite often if we ask the people in villages about their problem, for some reasons, they do not answer what their felt problem really is. To know better their felt problem, we also may use inconventional way to collect the data, as an additional to observation, interview and questionnaire.

The inconventional way consists of 3 methods as follows:

1. *Single poster*

We draw (hand-drawing) a picture of village situation in a single poster. The picture should consist of problems we predicted. Ask a group of people (20–30 people) from the village to watch the poster.

Ask them what kind of problems they see in the picture.

Point out one problem they have mentioned, ask them whether this problem really happen and disturb so much their life. Move to another problem. At the same time we have to list the problems exposed by the people.

2. *Serialized poster*

Consist of 5–10 posters. Each poster has a certain picture that can be interpreted as problem. Ask the people to arrange the posters, whatever arrangement they make, but the most important is to tell a story from the arrangement.

We can identify problems from the story they tell.

3. *Flexiplan*

Flexiplan is a set of small pictures, drawn in a thick paper, cut one by one and make it in such a way to they can be flexiplan of man, we can make

it in position of standing up, change it to position of running, change it to position of getting down, etc.

Make flexiplans as much as possible concerning with the life and situation of the village. Put and spread flexiplans on a table and let the people chose and put flexiplans on flannel cloth that are interested and closely related to their real situation. After that ask the people about the problems as we interpret from the flexiplans exposed.

3. Items of data collection – classification of basic human needs

Dr. Abdur Noor in his writing on "Education and Basic Human Needs" (World Bank Staff, April 1981, Working Paper No. 450) explicitly stated five criteria that govern the nature and characteristics of basic education in response to basic needs as follows: (1) It has a clear base in economic, social, health, shelter or nutritional human needs. (2) It is concerned with equity. There must be a high potential for equal distribution of whatever rewards are associated with educational outcomes, such as economic gain, improvement of health, and better nutrition. (3) It is linked directly to real employment opportunities: especially those involving a country's labor intensive agriculture and industry. (4) It is a low cost. (5) It recognizes the aspirations of the learners.

Based on the above-mentioned criteria, the content of materials for neo-literates should be purposeful, practical and realistic to satisfy the needs of the target neo-literates.

To put them into practice, devide the needs of neo-literates into 10 basic aspects of life, as defined by Sarvodaya Development Education Institute:

A. ESSENTIALS FOR LIFE

1. *Food.*

All living beings exist on food. In the world today 4000 people die every six hours for lack of a balanced diet, essential for energy, growth and protection. Those who are subjected to malnutrition have low resistence to infection and disease.

2. *Clothing.*

Clothing is necessary to protect oneself from heat and cold and from flies and mosquitos. Clothing is important beside for the health also in relating with moral and culturel.

3. *Housing.*

The possesion of a house with adequate light and ventilation and the required space for the maintenance of accepted ethical standards of family life, whilst affording protection against sun, rain, heat, cold and nuisances such as flies, mosquitos etc., is a basic human needs.

4. *Water.*

For life to exist, water is essential. Every family, evey individual, requires water for drinking, for washing clothes, dishes, kitchen tools, for bathing, for watering plants etc. No agriculture or industry can be undertaken in a place without water. In short where is no water, no life can exist.

However, the same water which sustains life can also become a means to destroy life. That happens either when the water is not found in adequate quantity or when the water is polluted, thus making people susceptible to infection. Water contaminated by the faecal matter of human or animals may tend to spread diseases such as typhoid, cholera, dysentery infectious hepatitis etc.

The distance of source of water for personal use, from the dwelling, has a direct influence on the health of the individual as well as on his productive capacity.

5. *Health.*

Physical, mental and social health care is another basic need of man. Recreation and sports are needed to maintain our health.

B. SOCIO-ECONOMIC LIFE

6. *Environment and population.*

Amongst the factors conductive to the fullest personality development of individual living in a suitable environment takes pride of place. Accordingly, we have to build a clean and beautiful environment around us. Environment, here means

the physical, social, emotional and mental environment in which we live.
Physical environment includes the house, kitchen, latrine, well, other water supplies, garden, soil, vegetation, the pathways leading to the house, roads in the village, the main roads, air, electricity, and all other things of physical character.
Reasonable number of children of each family and reasonable number of people in a certain place should be realized.

7. *Communication.*

It is an essential basic human need to have a roadway to the village of any civilized community and that there should be at least a foot-path, if not a proper road, leading to every household. There should also be media of communication within the community itself and with other communities outside.

8. *Income.*

It is a basic need to have permanent job to gain income or additional job to gain additional income. Beside the job already available there are some other job possibilities which can be established in the community through utilizing local resources.

C. EDUCATIONAL AND CULTURAL LIFE

9. *Education.*

We regard life-long education as another basic human need. Providing an education to very citizen through formal as well as non-formal education system is the fulfilling of a basic human need.

10. *Cultural and Spiritual.*

It is a basic need of the people in the community to have and to maintain cultural and spiritual life. Including tolerancy, live in peace with the other culture and spritual value.

4. Classifying survey data

(1) Priority list of collected survey data

All the data collected by observation, interview, questionnaire and inconventional way should be put in order and listed carefully.

(2) Basic method of classifying survey data

1) Arrange data collected by observation, interview, questionnaire, inconventional and other methods into separate categories of such as target group, issue, etc., and work from highest priority.

2) The priority of needs of target neo-literates can be easily identified by converting the data collected by the "check" style questionnaire into percentage.

3) Important or crucial items should be adopted as the theme of materials to be produced although they show small percentage through discussion between surveyor, neo-literate materials production specialists, and others.

4) Categorizing survey answers of "fill-in" (written) answer type by separate topics and considering their respective numbers can aid in setting priorities.

5. Identification of locally available resources for preparing materials

(financial resources / people's cooperation including resource persons / materials already in local market)

At the same time, before we work on the materials, we should also identify: financial resources for development and production of the materials which mean how much money used and where we get the money; people's cooperation including resource persons consist of writer, content expert, illustrator, photographer etc., who will cooperate in developing and producing the materials and materials already available in local market to avoid overlapping or for references.

Sample of the priority list

date: _____

name of surveyor: _____

1. Place: (name of the village/community surveyed, etc.)
2. Target group: (number of people) _____
   (sex, age, occupation, etc.) _____
   (level of literacy) _____
   (others) _____

	ASPECT OF LIFE	PROBLEMS IDENTIFIED BY SURVEY	PRIORITY
A. Essential for life	• Food		
	• Clothing		
	• Housing		
	• Water		
	• Health, recreation and sports		
	• Others		
B. Socio-economic life	• Environment and population		
	• Communication		
	• Income		
	• Others		
C. Educational & cultural life	• Education		
	• Cultural and Spiritual		
	• Others		

notes:

_____

_____

_____

_____

CHAPTER II

Selection of Theme and Format of Materials for Neo-Literates

The first step in the production of effective materials is to correctly analyze results of surveys concerning their needs, establish priorities, and choose the theme or topic of the materials. Once theme or topic has been decided upon, it is important that the most fitting format for the theme be selected.

Part 1 Selection of theme

In deciding upon a theme, the evaluation of needs produces basic data which leads to arriving at the appropriate theme.

1. Steps in selecting theme for materials to be produced

1) First, set priorities based upon consideration of respective degree of urgency and importance of each issue to be addressed.

2) Issues and items arranged by priority can then be listed by type, and a coherent chart devised to display the needs of the target group.

3) Assemble not only the producers of the literacy materials but also experts and other persons directly related to concrete issues and, referring to the chart, draw out the opinions and knowledge of these persons of various specialities in a discussion. For example, specialists in agriculture, ecology, health and nutrition may collaborate with producers of the materials to arrive at a broader and deeper thematic concept and content.

4) At this stage, themes should be decided upon, beginning with higher precedence items, in consideration of (a) objectives, (b) contents, (c) target group, (d) method of application, and (e) place of application of the materials to be produced.

5) After the theme has been decided upon, consider what data will be necessary and whether or not there are any materials already in existence (particularly in the target area) that may be applied. Make a chart of such information, and prepare to move on to the next planning stage, that of format.

Theme decision based upon opinions and needs of a wide variety of people rather than only preliminary surveys and research can be accomplished systematically by using a "category" approach, itemizing each issue or problem by category.

Which theme can be selected ...?
(from leaflets for neo-literates, Thailand)

2. Possible themes for the materials for neo-literates

1) Health

1. *Daily health*
   1) Drinking water and clean water
   2) Healthy food
   3) Awaiting the birth of a baby
   4) Baby care
   5) First aid and family care
   6) Food conservation
   7) Others

2. *Sanitation*
   1) Cleanliness of surroundings
   2) How to make a lavatory
   3) Garbage and waste disposal
   4) Housekeeping tips
   5) Peronsal cleanlines
   6) A healthy body
   7) Others

3. *Balanced diet*
   1) Nutritional values of foods for physical and mental health
   2) Proper selection of food
   3) How to diagnose and cure illness caused by unbalanced diet
   4) How to cook properly
   5) Others

4. *Common diseases*
   1) Some contagious diseases
   2) Others

2) Environment and Science/Technology

1. *What is good environment*
   1) Appreciation of nature
   2) Protective and corrective environmental measures
   3) A clean home environment
   4) The home garden

2. *Reforestation*
   1) Importance of forests – practical uses of trees and wood
   2) Protective and corrective measures for errosion
   3) Forests and animal life
   4) How to properly replant forests

3. *Science and technology in everyday life*
   1) Water
      a. Uses of water
      b. How to conserve water
      c. How to ensure water supply
      d. How to purify water
      e. Flood control
      f. Life cycle of water

   2) The sun
      a. Practical knowledge
      b. Uses of sunlight – (sanitation, health, food preservation, crops and animals)
      c. Solar energy

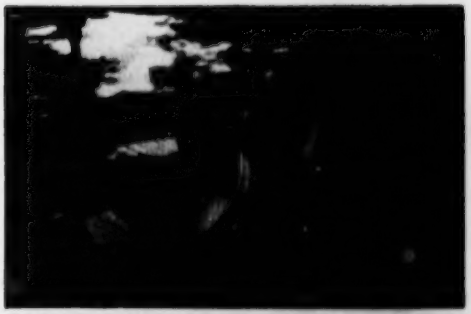
(Adapted from Appropriate Technology Source book cover).

International Women's Tribune Centre, Inc. Newsletter (April 1979)

3) Production

1. *Food production*
   1) How to improve production (raising poultry, rabbits, goats, sheep, cows, and caribou; fish-farming, bee-keeping, keeping silk worms; plantation and forestry; planting fruit trees, coconuts, cloves, coffee; etc.)

2. *Handicrafts and vocational skills*
   1) Creative use of local materials (clay, reeds, bamboos, shells, stones, palm leaves, etc.)
   2) How to start a home industry
      a. Identifying materials
      b. Acquiring skill, technology and equipment
      c. Quality control
      d. Marketing



(Thailand)

4) Social and Economic Aspects

1. *Citizen life*
   1) Why be a good citizen? (relationship of individuals to community, value of sharing)
   2) Criteria for a good citizen
      a) Active participation in community development programmes
      b) Knowledge of and compliance with basic laws of the country
      c) Respect for cultural heritage
      d) Healthy attitude toward others
      e) Knowledge of one's right and responsibilities

2. *Cooperatives*
   1) What is a cooperatives?
   2) What is the importance of cooperatives?
   3) Requirements for a cooperative (proper spirit and attitudes of people involved in a cooperative)
   4) How to form a cooperative (techniques of organizing, basic legal requirements, contact with government cooperative authorities)
   5) Possible activities of cooperatives (area that can be served by a cooperative)

3. *Community responsibility*
   1) Building a new village
   2) Conservation of nature
   3) Development of youth
   4) Unity in the community
   5) Constructing roads and bridges
   6) Maintenance of public places and facilities

4. *Family life*
   1) Morals in the family
   2) Family planning
   3) Religion and faith

5. *Economic efficiency*
   1) Marketing of products
   2) Negotiation of price
   3) Household budget
   4) Taxes

5) Culture

1. *Proper use of recreation and leisure time*
   1) What is proper leisure?
      (Fork theatre, music, home decorating, painting, athletic activities, reading, etc.)
   2) Spending extra time
      a. Activities for wholesome enjoyment
      b. Activities for extra income
      c. Activities which are communal in nature
      d. Activities for educational growth
   3) How to budget time
      a. Planning a year's schedule of activities
      b. Planning a day
   4) Providing facilities for recreation

2. *Cultural heritage*
   1) Cultural heritage
      (fostering love for folklore, monuments and sites, native arts, local history, etc.)
   2) The value of cultural heritage for community identity, source of inspiration, source of recreation, indication of forefather's efforts)
   3) How to express appreciation and love for cultural heritage
      (preservation and transfer of knowledge, active participation in cultural activities, daily application of traditional knowledge, etc.)

Happy family (Maldives)

Part 2. Slection of format

1. Matters to be considered when selecting format

Format of materials for neo-literates is decided on the basis of what may be most appropriate and effective for the content of the particular materials to be produced.

When intended expression of content is most appropriately matched to format (booklet, pamphlet, poster, game, audio-visual medium, etc.), a highest degree of effectiveness is achieved; if, however, the proper format is not selected, content is not clearly and vividly conveyed, and the communicative effect is markedly diminished.

In deciding upon format to be used, it is important to be knowledgeable of: (1) needs and literacy level of target audience neo-literates, (2) location and conditions in which materials are to be used, (3) methods of application and their clarification, and (4) production cost and process and means by which the materials are to be produced.

1) Understanding needs and literacy level of target neo-literates

As neo-literates seldom have enough time to study in a school or special literacy class, it is necessary when selecting a format to be aware of what type of format the target learners would like to use, even in a limited time frame. When producing posters and audio-visual materials to be presented to a group of people, it is particularly important that the literacy level of the group itself as well as that of individual members be known in order to employ an effective format for group use.

2) Location and conditions in which materials are to be used

It is necessary to know in what type of setting (environmental conditions) the materials are to serve, and in what manner they are to be applied. Materials such as posters should be displayed prominently, over a long pediod of time, in locations where people assemble or on a large wall surface. Audio-visual materials normally require facilities and equipment such as electricity and slide projectors. The products or materials should be well aware of the locally available resources and the background of the target learners culture, customs, preferences, etc.

3) Methods of application and their clairfication

In producing materials for neo-literates such as games and comparatively thick books, care should be taken so that they do not require excessively detailed guidelines for their application by instructors. Format of materials must be carefully considered so that the materials can be at first easily accepted and understood by the instructors. A format which includes complications or problems in application or does not clearly and simply convey the intended message should be avoided.

4) Production costs

Cost of materials production varies greatly, depending on format used. It is important to determine best possible format, process, and supplies to be utilized within the budget set for the particular production.

2. Possible formats for materials for neo-literates

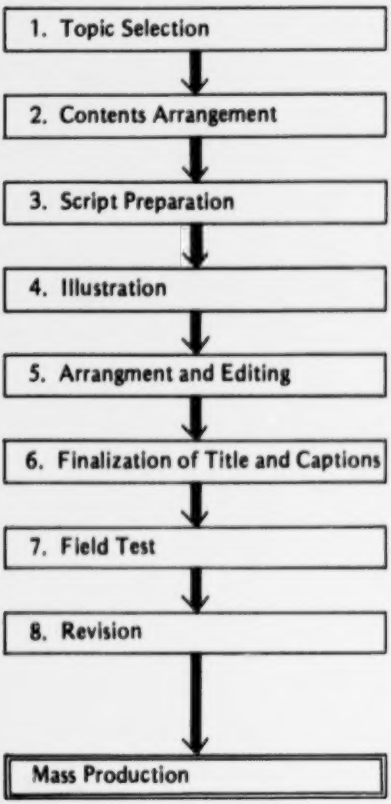
CATEGORY	FORMAT
1. Printed book	book booklet photonovella comics etc.
2. Printed non-book	poster leaflets (flyers) wall newspapers news periodicals and journals flipchart picture story-telling hardboard set cards (flash cards, picture cards), etc.
3. Electronic media	films (8 mm, 16 mm, etc.) movies videos slides tapes radio programme and TV programme, etc.
4. Games and others	1. Ordinary conventional game card games, jigsaw puzzles, "future" games, games of finance (e.g. "Monopoly"), board games such as *sugoroku* ("Parcheesi") snakes and ladders, etc. 2. Simulation game 3. Others puppet show, shadow play, fork dance, songs, etc.

CHAPTER III

Procedure of Developing Materials for Neo-Literates

Introduction

After deciding the theme and format of the material to be produced, the practical steps of material development such as preparation and drafting of manuscripts and illustration, pre-testing, etc. will start. Generally, the steps of material development are roughly showed as the following flow chart:



In this Chapter, the practical development process of one representative material each from four categories of the formats are visually discribed step by step with matters to consider in each step as follows:

1) *a booklet* from printed book materials

2) *a poster* from printed non-book materials

3) *a slide kit* from electronic media materials

4) *a "Sugoroku" game* from games and others

Other effective materials such as photonovella, radio programme, card-game and simulation game are also introduced in this Chapter.

(Nepal)

Part 1. Printed book materials

Introduction

The term "printed book materials" here refers to printed and binded matter made by paper, with those of more than 100 pages being "books" and those of less than 100 pages being "booklets". Printed books and booklets have certain distinctive qualities which give them a position of pre-eminence among neo-literacy materials. They are:

a) Books can actively help in self-education. Most other educational materials need help of other agents or educational aids. The learners use books and booklets at their own time and convenience. They can become a part of the reader's life. They can be used when and where they are wanted, repeatedly, if ncessary.

b) Books can be easily carried and easily produced.

c) They can cover much wider areas of knowledge and keep in steps with expanding knowledge.

d) Books promote in a much positive way understanding and reasoning of the readers as they can reflect within a time-bound and arranged programme. But to enable books perform their useful role, certain conditions should be fulfilled.

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1. Booklet

1) Characteristics of Booklets

A booklet is a printed and binded book of less than 100 pages. Booklet designed for neo-literates are made up of approx. 10–30 pages, depending primarily upon literacy level of target readers and contents of booklet.

A booklet is, basically, something to be kept by the individual and read at leisure whenver desired. Themes suitable for booklets should feature (a) a well-ordered, easily understood series of explanations, or (b) an easily understood story-like progression.

2) Guidelines for booklet writing

I. *Planning*

A. Functions and Objectives:

1. Make a decision as to what the functions of the booklet will be to achieve the objectives set. This will serve as guide in the selection of content, learning activities, teaching strategies and evaluation techniques.

B. Content:

1. Select content that will achieve the objectives set.
2. The complexity of the content should be based on the stages of development of the leaners.
3. The content should be relevant to real-life situations.
4. The content should consider the cultural background of the learners.
5. Integrate content within literacy level and across subject-areas and/with curriculum imperative whenever fea'ble.

II. *Writing*

A. Presentation:

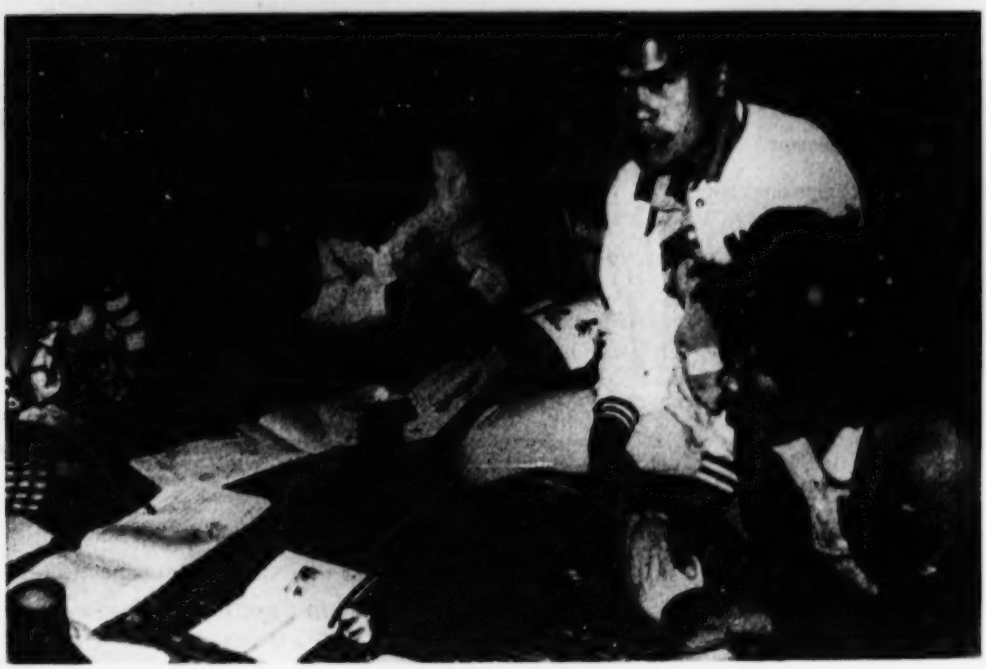
1. Address the booklet to the learner.
2. Make use of advance organizers (attractive illustrations, lead paragraph, etc.) to motivate the learner and provide an overview of what he will learn.
3. Use different methods to make it interesting. A combination of discovery technique (which include laboratory method, problem-solving) and expository method (which include demonstration method) seem to provide better results than the

utilization of one technique.

4. Sequence of the materials according to:
   a) the learner's literacy level and manner of learning.
   b) nature of discipline
5. Provide for maximum transfer of learning
   a) develop subordinate consepts/processes/skills before higher order concepts/processes/skills.
   b) put in experiences in a wide variety of situations as close as possible to the kinds of problems the learner will meet in his everyday life.
6. Develop learning sequences.
   From an analysis of subject matter content an analysis of real life situations (task analysis of an occupation) is required.
7. Provide reinforcement exercises leading to the acquisition of feeling of reward and satisfaction, mastery, retention and added insights in attacking a problem.
8. Provide for the development of critical thinking through repeated exposures to solving situations.
9. Use visual materials with discretion to reinforce consepts and/or processes.
10. Provide activities and references for extended reading and wider research.
11. Consider the readablity level of the materials. The vocabulary and sentence length should be suited to the literacy level of the learners.

B. Physical make-up
   1. Use illustrations and captions that appeal to the interest of the learners.
   2. Make lay-out attractive, neat and easy on the eyes of the learners.

C. Evaluation Tools:
   1. Prepare evaluative instruments based on the objectives of each unit/chapter.
   2. Provide evaluative instruments to assess the totality of learning.



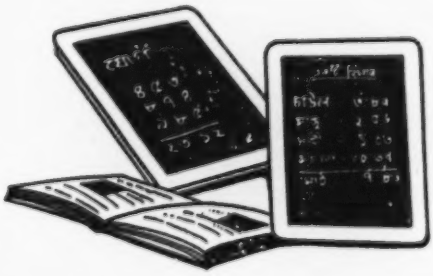
Learning together with booklets (Indonesia)

3) Practical process of developing booklets

Production Process	Matters to Consider
1. Topic selection	(1) Appropriate topics
	a. Logically ordered explanation makes content easy to understand. (Even complex content can be made understandable through logical theme development.) (1) "How to" booklets – handicrafts, livestock raising, etc. (2) Theory-based booklets – hygiene, scientific knowledge, etc. examples: Chicken Raising (AJP, 1983) Fish Farming (China) Bamboo Handicrafts (AJP, 1984)
	b. Presenting the information in an interest-generating story is effective. (Difficult information can be conveyed in a pleasant, captivating manner.) example: Baby's Food (AJP, 1984)
2. Content arrangement	
(1) List items comprising content of selected topic.	(1) Based on contents, decide upon one of the following two types of booklets: a. primarily illustrations, with text playing a complementary role (mainly for beginners) b. primarily text, with complementary illustrations (mainly for middle and self-learning level readers)
(2) Arrange items in proper order as an outline.	(2) Ensure clarify in development of theory or story.
3. Script preparation	
(1) Begin writing text (or have designated writer begin) from outline (see 2-(2), above).	(1) a. Sentences should be as short as possible. b. Use simple expressions and comprehensive ideas. c. Choose words that are applicable to target reader's locale and lifestyle.
(2) At this stage, decide upon length of booklet.	* Script preparation and illustration should proceed together.

Production Process	Matters to Consider
4. Illustration	
(To the extent that the effectiveness of literacy materials is said to be determined by the quality of their illustrations, the role of illustration is very important.)	[Characteristics of illustrations for use with literacy materials – applicable to all materials formats]
	As illustration is strictly evaluated visually, high quality illustration should be used for best possible effect. Furthermore, cooperation from illustrator(s) fully aware of subject matter and the issue(s) addressed in the materials is crucial. The following points should be kept in mind when illustrating materials for neo-literates:
(1) Choose type of illustrations to fit topic of booklet.	(1) Illustrations should be attractive, interesting, enjoyable.
(2) Illustration progresses based on outline drawn up by script preparation staff. (See 2-(2), above)	(2) Use simple and clear illustrations accurately representing content. (Avoid cluttered backgrounds and including excess unrelated elements.)
	(3) All sketches, abstractions, and cartoons should be recognizable by target readers.
	(4) Features and clothing of human figures, scenery, structures, tools, etc. in illustration should conform to those of target reader's surroundings.
	(5) Culture, leisure, health, medicine, work skills, science – there are illustrations appropriate to each field.
	Materials production staff(s), author of text, and illustrator(s) should maintain close contact, consulting each other as the job progresses. This allows the content of the booklet to be presented most effective as a coordinated production of text and illustration. Photographs can also be effectively used in literacy materials.
5. Arrangement and editing	
(1) Make copies (photocopy, if possible) of illustrations and try writing in text on those pages.	(1) Ensure that text and illustrations match and amplify each other. Arrange text and illustrations with smooth reading in mind (layout logically).

Production Process	Matters to Consider
(2) Check overall logic and development.	(2) Are there no contradictions? Are development, progression, and conclusion clear?
(3) Check each page for coordination between text and illustrations.	(3) Text a. Ensure that not too many sentences are related to any single item. b. Ensure that vocabulary, sentence length, comprehension level, etc. match literacy level of target readers. **Illustration** a. Deal appropriately with any incongrous or income-prehensible elements in illustrations.
(4) Prepare front and rear cover of booklet. The front cover should: ○make one want to read the booklet at first glance. ○accurately represent content of the booklet.	(4) Try to project an impression through use of color and design.
6. Finalization of title and captions	
(1) Decide on booklet title, subtitle(s), and captions for all scenes.	(1) These should be attractive and relate subject matter to readers, and be as short as possible in representing content.
7. Preparing for field-testing	
(1) Using paper size and number of pages corresponding to final product, prepare a model booklet in the same form.	(1) a. This is to get an idea of the image and effect of the completed booklet will present. b. Check that the product develops its content in a manner befitting a booklet. c. Check the overall rhythm of the booklet to ensure that all pages and parts work to gradually present the content. d. Leave space in this model booklet to add and change in accordance with suggestions of experts and field test results.



(Bangladesh)

Production Process	Matters to Consider
(2) Prepare an Instructor's manual.	○ Instructor's manual – important considerations 1. target group 2. objectives 3. method of application 4. anticipated effect 5. follow-up
(3) Make contact with prospective instructors for the field-test.	
(4) Produce as many model booklets as there are target readers.	
8. Field-test	* As sufficient time for each target reader to leisurely read the model booklet is necessary, allow ample time for field-test.
(1) Be informed concerning local conditions prior to testing.	(1) Be aware of living environment, cultural condition industries, geography, religion, education levels, etc.
(2) Understand living conditions of target neo-literates.	(2) (example) 1. name 2. sex 3. age 4. educational background 5. occupation
(3) Two methods of field-testing of booklet are: a. Assemble all readers in one place (e.g. village meeting place or elementary school) and have each read there. b. Have readers take booklets home, then some hours later or next day investigate results.	
(4) Solicit readers' responses by questionnaire.	(example)

Name _____

1. Theme appropriate?	1	2	3
2. Content applicable?	1	2	3
3. Sentences clear?	1	2	3
4. Illustrations attractive?	1	2	3
5. Do you think you will put to use what you have learned in the booklet?	Yes	Maybe	No

Production Process	Matters to Consider
	• With booklets of the "How-to" type, try to investigate whether or not readers have actually learned "how to".
(5) Collate results of survey.	(example) Tested individuals – 50 (100%) 1. Theme appropriate? 1. 75% 2. 20% 3. 3.5% 2. Content applicable? 1. 80% 2. 10% 3. 10% 3. Sentences clear? 1. 50% 2. 30% 3. 20% ..... Other: 1. ..... 2. ..... 3. .....
9. Revisions to draft materials	
(1) Analyze and interpret survey results.	(1) Organize and hold an editorial staff meeting with production-related personnel (producer, writer, illustrator, instructors, etc.), and invite the attendance and opinions of individuals from other fields.
(2) Collate opinions bearing on improvements.	
(3) Request writer and illustrator to carry out the necessary revisions.	
↓ Completion (on to printing)	

Fish Farming (China)

2. Photonovella

This effective format for neo-literate materials tells a story through a series of photographs arranged in sequence as a booklet.

The photonovella is well-suited to visually and realistically convey the content in an impressive manner, and can be employed easily in presenting desired scenes in cases where an illustrator is not available.

The production process progresses, basically, as is outlined in "Steps in developing materials for neo-literates". Paying attention to the following points when producing photonovella, however, can result in increased effectiveness:

(1) Items (scenes, etc.) of importance in the development of the story should be clearly depicted in photographs. Too many objectives or overly complex situations should not be introduced in any one scene, and each scene should maintain clear continuity in the story.
(2) Distant shots and close-ups should effectively be combined to avoid monotony in visual presentation.

Photonovella (BPKB Jayagiri, Ditjen PLSPO, Dep. P. dan K., Indonesia)

Part 2. Printed non-book materials

Introduction

Printed non-book materials can be distinguished from printed book materials in a variety of ways. In this guidebook, "printed non-book materials" refers to all printed materials exclusive of books and booklets. These materials include primarily:

posters
printed news periodicals and journals
wall newspapers
leaflets (flyers)
flipcharts
picture story-telling hardboard set
cards (flash cards, picture cards), etc.

Such printed non-book materials are suited to effectively presenting a message or content to a number of persons simultaneously in a most visually appealing manner. Content of such materials should be kept simpler than that of printed book materials. This materials form is effective as an enjoyable learning aid motivating beginning and middle level neo-literates to make further advances in reading ability.

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1. Poster

1) Characteristics of posters

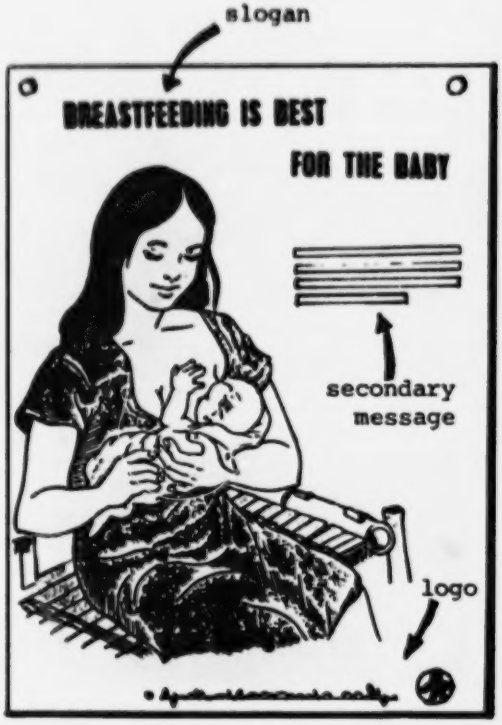
The basic function of a poster is to clearly present visually and directly a message to many people at once. While the poster is an effective means of conveying a lasting impression in a short time, communicating detailed information is not feasible.

Posters can be categorized as either (A) campaign-type, designed to strongly project a single message; or (B) instruction-oriented, illustrating and explaining through a single scene or series of scenes (which may be somewhat complicated) some profitable information of knowledge.

Posters can be applied in a variety of ways, especially as instructed aides for beginning-level neo-literates.

2) Elements of a poster

Most posters consist of 4 basic parts: (1) slogan, (2) visual, (3) secondary message (course of action required) and (4) logo. For example, this is a typical poster for brest feeding.



(Philippines)

(1) **Slogan** must be dynamic, meaningful and kept as short as possible. The size of the slogan must be large enough to be seen quickly and easily especially in the poster being used in unstructured situation.

(2) **Visual of picture** must have a strong immediate visual impact. It should have direct association with the slogan. It can be a drawing or a photograph. If a photograph is used, make sure it can stand up to close examination. More than one drawing or photo can be used but be careful of using too many visual distractions.

(3) **Secondary message** (Course of action required): The slogan and the picture attract and stop the audience, the secondary message should stimulate or motivate them to do something and give them guidance on how to do it.

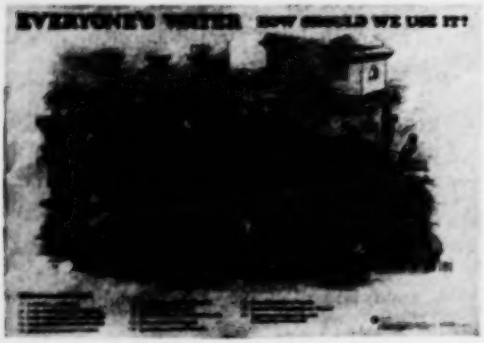
(4) **Logo** should tell the audience who is giving out the message and adds credibility to the poster a logo may take the form of a symbol, or contain the name and address of the organization, agency, unit, etc.

A good and effective poster requires careful planning.

3) Practical process of developing posters

Production Process	Matters to Consider
1. Topic selection	(1) **Appropriate topics for posters** Any kind of topic can be presented through posters, but the poster medium is applied particularly in cases where direct and clear presentation of the topic is effective. (2) **Types of posters** A. For campaign use (Importance of topic is readily recognizable.) (1) slogan (2) urgent message example: "Mother's milk is the best" (India) B. For educational/instructional use (information and knowledge concerning topic is to be understood.) (1) clearly showing element(s) indicating how a given problem or situation came into being (2) to aid the learner in connecting a certain phenomenon with other related one(s) (3) clearly suggesting how to objectively view one's own environment and apprehend and solve problems in it

Production Process	Matters to Consider



C. For stimulating discussion

* Rich in content that will lead to discussion among the idividuals, encouraging their interest, sympathy, realization, and participation

Posters are –

for learners with limited reading ability, an effective format generating interest in the topic through impressive presentation.

inappropriate for explaining detailed information or technique, or for offering theoretical explanations or solutions.

2. Content arrangement

(1) Devise short sentences or phrases to properly convey chosen theme.

(1) Think of a short 'catch phrase' that allows easy, familiar grasp of poster content.
example: Mother's milk is the best!

To quickly attract learners' interest and involvement, use words well-known in the respective region.

(2) Along with this, consider the nature of the poster's illustration and layout, devising a rough sketch.

(2) Ensure coordination of text and illustration, and obtain the cooperation of illustrator from the start.

Considerations in deciding on poster size

1. objective(s)
2. theme/topic
3. function
4. place or area of the use, and type and number of target audience
5. financial considerations

3. Illustration

(The role of illustration in large posters having their effect through visual appeal, where the illustration itself expresses the content, is extremely important.)

(1) Attractive and clear illustration should be used, especially on posters making their appeal and communicating their content at one viewing.
(Notice characteristics of illustration used in literacy materials.)

(2) Illustrate in a style fitting the surroundings and interests of the learners.
example: realism art
animation design

Production Process	Matters to Consider
	* Photographs are also sometimes effectively used (particularly in campaign-type posters).
	(4) Overall mood of the poster is greatly determined by layout and color scheme. urgent issue significant problem optimistic view as the solution of the problem It is necessary to devise layout and color scheme to communicate to viewers the overall mood at first glance.
4. Layout and editing	
(1) Make a copy of the illustration and add text message in the appropriate space(s).	(1) Check illustration against text for coordination and absence of contradiction, and consider whether or not each enhances the effect of the other. Ensure that text is not lost in the illustration, even when poster is viewed from a distance.
(2) Make final decision on title and sub-title(s).	(2) Use short titles properly representing content.
5. Preparing for field-testing	
(1) Prepare a copy corresponding size to final poster. (Decide on poster size through consideration of content-effectiveness and production conditions.)	(1) Testing either through display of poster where a large but unspecified number of individuals encounter it or through exposure to a designated group requires no large number of copies.
(2) To produce an effect closely approximating the final product, add color as necessary to the monochrome test copy.	
(3) Production of draft materials.	
(4) Prepare an instructor's manual.	
(5) Make contact with prospective instructors for the field-test.	
6. Field-test	
(1) Be informed concerning local conditions prior to testing.	
(2) Understand living conditions of target neo-literates.	

Production Process	Matters to Consider
(3) (method 1) unstructed Hang the poster in a place passed by many people, and survey their reactions. (without instructor) (method 2) structured Hang the poster in a designated place and assemble people there, with poster content explained by an instructor.	Campaign-type posters: Ascertain whether or not the poster has immediate appeal/effect. Instruction-oriented posters: Directly after instructor's explanation, stimulate discussion, and observe extent to which follow-up activities and further related learning opportunities develops.
(4) Solicit learners' responses by questionnaire.	1. Theme appropriate? 2. Content easily understood? 3. Illustration attractive? etc. Refer to p. 35 Questionnaire example
(5) Collate results of survey.	Refer to p. 36 Compilation of survey results expample

7. Revisions to draft materials

(1) Analyze and interpret survey results.

(2) Collate opinions bearing on improvements.

(3) Request illustrator to carry out the necessary revisions.

↓

Completion
(on to printing)

(Sharad Ranjit, Nepal)

Part 3. Electronic media materials

Introduction

Electronic media materials require electricity and some electronic equipments. Through this medium, a topic can be impressively presented to a large group of people at once in entertaining manner.

Some electronic media materials;

films (8 mm, 16 mm, etc.)
movies
videos
slides
tapes
TV programmes
radio programmes

In this chapter, the production process of two easily handled mediums among above mentioned materials, the slide – in a form of "slide kit" compiled with narration – and the radio programme, are described.

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1. Slide kit

1) Characteristics of slide kit

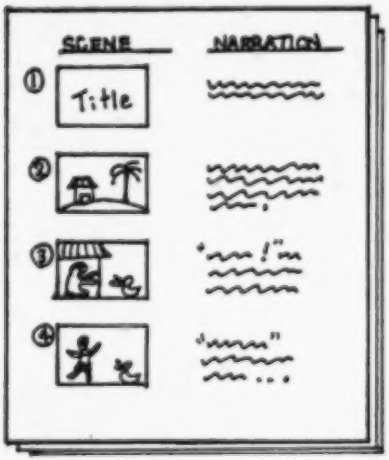
A slide kit is one of the simplest audio-visual electronic medium comprised of a number of slides and (a) cassette tape(s) on which explanation and/or background music and sound effects are recorded. By simultaneously showing slides and playing back the recording, learning enjoyable through eye and ear is made possible.

A topic can be impressively presented to a large group of people through this entertaining medium. Slide kit presentations can be a very effective source of motivation for the viewers. Then, through follow-up supplementary material and discussion, an instructional capability can also be realized.

As electricity, slide projector, and cassette tape player are required and a dark condition must be maintained during presentation, places and situations where slide kits can be utilized are limited.

2) Practical process of developing slide kit

Production Process	Matters to Consider
1. Topic selection (Select a topic which is most suitable for slide projection after careful consideration.)	(1) There are no limitations as to what can be treated as a topic, but topics which lend themselves well to projection should be chosen to yield most effective slide kits. Topics well-suited to projection– Which shows mainly concrete matters such as water, river, foods, etc. example: "Water in Everyday Life" (AJP, 1983) "A Balanced Diet for Healthy Life" (AJP, 1984)

Production Process	Matters to Consider
	(Slides are ideal for motivating viewers through strong impressions delivered in an enjoyable fashion, but do not effectively serve to present actual technical information through a consecutive slide plus explanation format.)
	* Slide Kits can be made by anyone who can handle a camera using special films for slides.
2. Content arrangement	
(1) List items comprising content of selected topic.	(1) Due to attention span limitations on the part of viewers and durability considerations for equipment, slides shows approximating 15 minutes and 50 slides are most desirable.
(2) Arrange items in proper order as an outline.	(2) As each slide and its accompanying narration/ sound effects is succeeded by a new item (slide plus sound), including too many items invites confusion.
3. Script preparation (Narration)	* The effectiveness of slide kits for neo-literates education is said to be determined by the quality of narations, the role of narration is very important.
(1) Begin writing narration for each scene, following outline (see 2-(2), above)	a. In narration, use words easily understood upon hearing. ○ Avoid difficult expressions. ○ Rather than using difficult specialized terminology as such, rephrase it, using easily recongnized words.
	b. To maintain viewers' interest and involvement and maintain an entertaining mood, devise the slide kit to incorporate a story-like progression. c. Include calls, onomatopoeia, poetry, songs, etc. for fullest effect. * Synchronize slides and narration so that scenes and sounds progress together.
4. Slide production	
(1) In coordination with the preparation of the narration, sketches of scenes considered necessary to accompany the narration can be made.	

Production Process	Matters to Consider
(2) With these sketches as reference, materials and props necessary for the scenes can be collected from appropriate sources and slide taken.	
(3) Taking the slides	
a. Take slides of necessary scenes and situations.	
b. Make use of relevant existing slides.	
c. Take slides of photographs and other pictures, posters, charts, books, etc. as appropriate.	* A variety of things can be taken and displayed as slides. Be aware, however, of copyright regulations.
d. In cases where topics cannot be sufficiently represented through slide photography alone, devise illustration and photography it as a slide.	
e. Title of slide kit and indications of abrupt change in scene or situation are most impressed upon the viewers by use of photographed printed or written titles alone.	* To produce an impressive and enjoyable slide kit: (1) Use clear, sharp slides. (Using color slides enhances enjoyment.) (2) Avoid crowding too many elements into one slide scene. (3) Photograph the slides from a variety of angles. (4) Effectively alternate close-up and distant scenes. (5) Rather than focusing on objects and situations alone, inclusion of slides clearly showing human expressions lends more enjoyment to the presentation.
	* By including in the slide kit scenes of the target area and its people and dwellings, the learners are drawn into the content with an at home feeling and enjoyment.
5. Editing	
(1) Arrange the slides in the order of presentation and run through them while reading the narration.	a. Are slides and narration well coordinated? If not, modify narration or use another slide for the said scene. b. Are there no slides for which narration is too lengthy?

Production Process	Matters to Consider
Consider what kind of background music is suited to the slides and narration, and in which scenes sound effects should be added.	c. Can all words and expressions used in narration be readily heard and understood? Are slides of photographs, illustrations, titles or text, distant and close scenery, things and events, facial expression, etc. most effectively arranged in presentation order? (Successive distant scenes or excess of text or chart slides lead to boredom.)
(2) Coordinate number of slides with desired length of presentation.	
(3) Make final decisions on titles and subtitles.	
6. Recording	
(1) Read through the narration in conjunction with the slides, gauging time needed for each slide and the presentation in its entirety.	Read the narration slowly and clearly.
(2) Recording.	
[Simple method]	
a. Prepare two cassette tape recorders for use.	
b. While the background music is being played back on one recorder, the narrator reads the narration, with both music and narration being recorded on the second cassette recorder.	Sound effects can be produced and recorded along with music and narration if not previously mixed. * Although the tape produced may not be of such good sound quality, it can be attempted as many times as necessary without the help of a specialist.
[Studio method]	
a. Work together with a recording engineer to produce an open-reel master tape in the studio.	* With the assistance of the specialist, the resulting tape is of good sound quality and can achieve the effect envisioned in planning.
b. Record cassette tape version from open-reel master tape.	However, use of a studio and recording equipment entails higher production costs.
6. Preparing for field-testing	
(1) Prepare an instructor's manual with simple explanation on how to handle slide projector and cassette tape player.	
(2) Prepare a simple outline, pamphlet, and other supplementary materials.	* Show the copies of selected important scenes of the slides on the pamphelt.

Production Process	Matters to Consider
7. Field-test	
(1) Arrange for the place of the field-test. Prepare slide projector, cassette tape player, projection screen on other servicable surface, etc.	* Be informed concerning local conditions such as availability of an electricity and a dark condition prior to beginning the field test.
(2) Understand living conditions of target neo-literates.	
(3) Assemble viewers who are most suited to the topic of the slide kit and present the kit.	If the first showing yields insufficient response for analysis, repeat the presentation.
(4) Survey response of the viewers.	1. Theme appropriate? 2. Slides clear and understandable? 3. Narration fully available? 4. Music effective, appealing? 5. Whole story interesting and enjoyable?
(5) Collate results of the survey.	
8. Revisions to the slide kit	
(1) Analyse and interpret survey results.	
(2) Music, narration, and slide coordination can be revised as necessary.	* Slides can be easily replaced by more effective ones as necessary.
↓	
Completion	

Visiting village, and talking with village youth

2. Radio programme

1) Characteristics of the radio programme in literacy education

Radio broadcasting has much to offer and is clearly not a poor second to the more immediately attractive television.

Some of the rural communities are so isolated that transportation and communication are rather difficult. They are isolated not only physically, but culturally as well, which can be far more damaging to the person's state of well-being. Such places are however, within range of broadcast radio signals. As a means of reaching the vast majority of rural people, the radio is a most suitable medium.

With the small transistorized radio more people can be reached, and listeners need not be fixed in one place in order to receive the information. It is not uncommon in both rural and urban areas to see men and women walking along, listening to a portable radio carried in a shirt pocket, or working people with a transistor radio close by.

2) Listeners' participation

A radio listenter can participate as a learner in the process of communication without extensive instruction and preparation. While it is true that radio cannot directly provide visual information, it is entirely possible to prepare materials with drawings, illustrations, photographs, and other graphic representations to be distributed to the listeners as part of their learning experience. A combination of radio broadcasting and visual aids is called "radio vision."

It is also true that radio, by not providing explicit visual information, allows members of the listening audience to engage their imaginations fully and actively in filling in the visual elements to their own satisfaction. This is particularly appropriate for radio drama since it is intended to create a so-called "theatre of the mind" in which a whole world of characters, settings and incidents is created and becomes very real indeed to the listener with a fertile imagination.

3) Language level and concept of radio programme

Neo-literate learners employ established patterns of language in constructing their thoughts, and have particular ways of acquiring new information. Neo-literate people usually depend on spoken language in which patterns and conventions of use are familiar.

Analysis of the learners' spoken language is challenging because language is constantly changing, with new words coming into the language and old words taking on different meaning. As much care as possible should be taken to make the listeners feel at ease in following the broadcast. Care should be taken to ensure that the language used in the programme is not in anyway inappropriate, difficult, obscure, not specific enough, etc.

4) Learners' attidues

If learners are first-timers in a structured learning programme, there is a need for the programmer to explain that the radio teacher is contributing something to the listener's learning experience. Establish a feeling of trust and confidence. Make the listener feel that the radio is not only a means of passing pleasant leisure time but is also an educational device.

5) Learners' programme preferences and listening habits

Study to differentiate between programs which are likely to be well-received and those which are not. Is it the dramatic format, the discussion, the interview, magazine format, etc.? Know the patterns of work and the leisure-time habits of your listeners. For example, what time to they start to work?, what time they come home?, how do they use their leisure time during weekends and holidays?

6) Programme development (Five typical styles of radio programme)

1. The talk, or radio lesson

This is a simple straightforward style. It is usually presented by someone trained in both teaching methods and the techniques of microphone performance. The advantage of this format is that it is fairly easy to produce, requires relatively little rehearsal and production time, and presents a great deal of information in a short period.

A good radio talk must be exceedingly clear; there must be a lot of repetition. The tone and inflection of the radio teachers must do the work of the punctuation marks in the written form of the language.

A radio talk should have a clearly defined beginning, middle and end. It should be a neat package made up of three distinct, through unified, sections.

a) brief introductory remarks, vital to catch the listeners' attention
b) body of the talk, which enlarges on the subject being presented, and
c) a conclusion which summarizes the points made in the body of the talk

2. The dialogue

The dialogue is a form of presentation in which two speakers instead of one present the information. It offers greater variety than the single speaker; therefore, it has considerable merit as a means of stimulating interest in the radio lesson.

3. The interview

You may interview an expert or a "specialist" for a particular subject matter. You also may interview common people who can give us practical solutions to common problems. You may interview a mother/father with a teenage daughter/son to illustrate bridging the "communication gap".

4. The discussion

Audiences enjoy radio discussions because they are often guite lively and spirited. Listeners come to realize that other people have some of the same problems they have, and they can easily identify with one or more of the participants in the discussion. It is a device to introduce the idea that is possible to have several opinions on the same subject. It also show the listerners that free and open discussion can lead to a new solution to some of their problems.

5. The dramatization

The drama is a very popular radio programme because it contains all the elements that appeal to people: a good story, well-developed characters, interesting dialogue, and sound effects to enhance the performance.

The drama format can be quite powerful as a means of stimulating discussion. The scriptwriter creates a situation in which a conflict is immediately established, characters are interacting, and the audience is drawn into the play right from the beginning. What happens next depends on the specific learning points to be made. In a drama format the script-writer should remember that the primary function of the radio programme is to instruct the learners.

7) Using the radio as a functional literacy medium

(i) Organize a (neo-literate) listening group. The instructors/literacy workers may enlist some volunteer workers for the project. A programme guide is necessary to indicate specific topics, what the listeners will gain from the programme, and what points are most important in the development of the content.

(ii) The monitor must listen along with members of the group. He should be alert on noting:
   a. points raised in the programme that trigger discussion
   b. difficult points that may need explanation or clarification after the broadcasts
   c. aspects of the programme that need repetition and practice afterwards

The monitor must carefully observe the reactions of the learners.

(iii) Much of the learning in a radio-based literacy project occurs as a result of carefully designed post-broadcast activities.

(iv) The monitor of the radio programme is a partner in the learning enterprise – he must be willing to share what skills he has with others, but by no means does he know everything.

Good questions stimulate learners to discover within themselves the resources, the applications, and the relevance that this learning must have to be of any real use to them. A series of good questions can help the monitor to discover where review, practice and drills are necessary on a group or individual basis.

Source: Report, National Workshop on the Development of Neo-Literacy Materials (March 1985), Philippines

Listening to the radio while working (Nepal)

Part 4. Games and others

Introduction

Games can be divided into two categories, they are (a) ordinary conventional games, and (b) simulation games. Ordinary conventional games (a), including numerous traditional games of each country and many new variations designed for learning children with necessary modification to suit to the adult neo-literates. The latter (b), presenting an issue or problem and suggesting its solution through role play by the neo-literates, is a means of involving the learners directry in an activity that requires little or no preparation of materials.

In this guidebook, "others" refers to all materials, mediums and activities for neo-literate education other than printed book materials, printed non-book materials, electronic media materials and games.

It is difficult to describe common production process of such materials/mediums/activities because of their diversity.

Some examples are:

puppet show, shadow play, folk dance, song, etc.

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1. Ordinary conventional games

1) Characteristics of conventional games

Games, involving the element of "play", provide an opportunity for learning almost unconsciously while enjoying, playing, and as such, are a very effective means of stimulating interest in participated learners.

Conventional games involve excitment and competition in pursuit of a goal, creating interest and spurring on participants. Otherwise uninteresting and difficult topics can be enjoyably worked out in a game environment.

However, as games have a tendency to represent things and issues in simplified form, particularly difficult or controversial themes cannot be effectively dealt with.

Some conventional games:

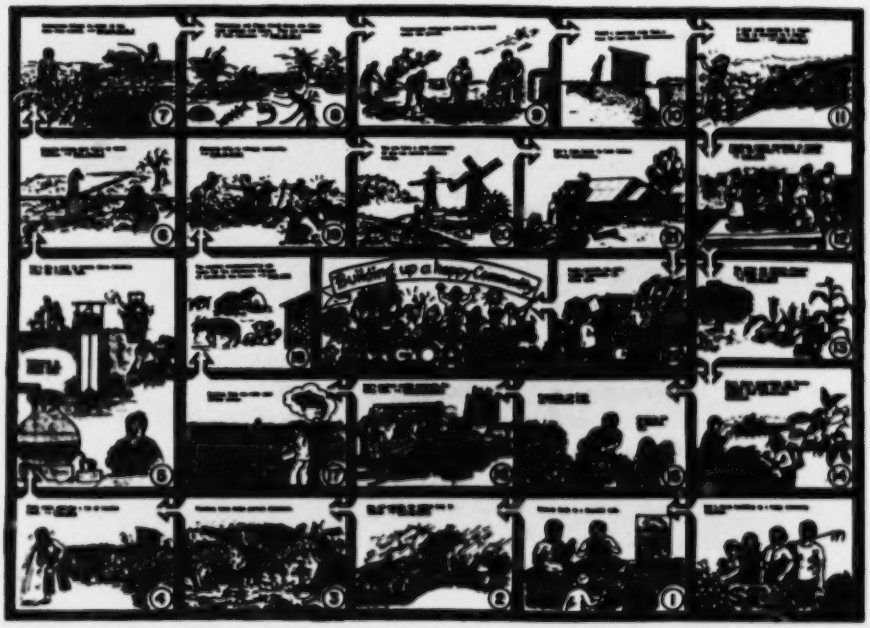
card games, jigsaw puzzles, "future" games, games of finance (e.g. "monopoly"), goaled games such as *sugoroku* (Parchessei) snakes and ladders, etc.

2) Sugoroku game (Parcheesi)

a) Characteristics of Sugoroku game

In this chapter, production methods of Sugoroku (in Japanese) and other games based on the game "Parcheesi" developed in India thousands of years ago are explained as a representative of printed conventional games. "Sugoroku" has since the Meiji Period (late 19th Century) in Japan been instrumental even as educational material.

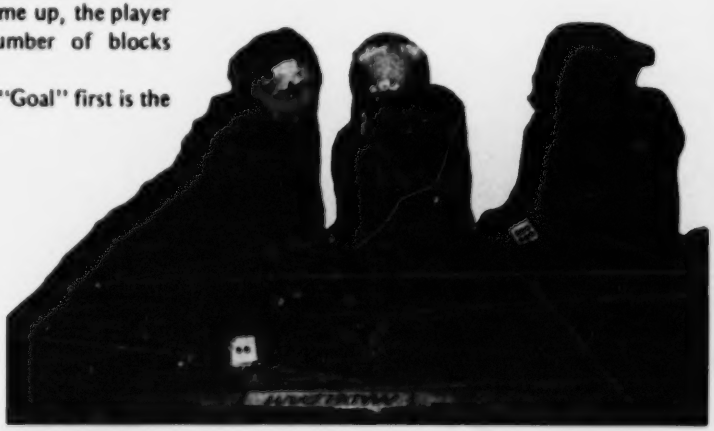
A "Sugoroku" game is played on a board, with moves decided by the throw of dice. A single game can be played be five or more players. This game involves excitement and competition in pursuit of a goal among the players.



Building Up A Happy Community (Sugoroku game) produced under AJP programme

How to play "Sugoroku" Game

(1) Line up at "Start"
(2) Each person rolls a dice and moves his stone as many blocks as shown on the dice.
(3) Each person should read aloud the sentence of the block before the next player rolles the dice.
(4) The goal can be entered only when the exact number appears on the dice. If the exact number needed does not come up, the player should move back the number of blocks shown on the dice.
(5) The player who entered the "Goal" first is the winner.



Playing Sugoroku game (Malaysia)

b) Practical process of developing "Sugoroku" game

Production Process	Matters to Consider
1. Topic selection (Select a topic which can be developed step-by-step)	(1) There are no limitations as to what can be treated as a topic. Appropriate topics present: attaining an objective development problem-solving examples: Building Up A Happy Community (AJP, 1983) (Around Scenic Spots and Cultural Heritages) (Success story) "Sugoroku" games should involve progression from one space or block to the next and included the concept of being sent back to previous spaces, with the reasons for progression and regression clearly represented in the spaces themselves.
2. Content arrangement	
(1) Decide upon the "goal" to be achieved in the game, and the process and route to be followed in reaching the "goal". (about 20 to 30 blocks)	(1) Devise criteria for faster/shorter routes to "goal", as well as for penalty set-backs.
(2) Arrange the steps or blocks in an order producing a most enjoyable and stimulating game progression.	Balance the distribution of: ○ Normal block-by-block situations ○ 'Bonus' situations where a number of blocks are skipped. ○ 'Penalty' situations where the player is sent back a number of blocks.
3. Script preparation	
Write text for each block (see 2-(2), above)	Use short, clear expressions that stimulate desire in reaching the goal quickly.
4. Illustration	
(1) Make illustrations for each block (see 2-(2), above)	(1) Clearly present intended meaning for each block through its illustration. With 20 to 30 blocks in the game, avoid excessive complexity in any one block.

Production Process	Matters to Consider
	Be sure to make evident what the goal represents.
	Blocks allowing players to skip spaces for rapid progress toward the goal can be in bright colors, blocks involving penalty set-backs can be in darker colors.
	* Script preparation and illustration should be proceed together.
5. Arrangement and editing	
(1) Ensure that progression in the game and order of the blocks is logical, and that the game can be throughly enjoyed by players.	(1) Play the game a number of times to investigate its effectiveness. a. Organize the game so that the winning player can reach the goal in about 10 minutes. b. Place some large skips ahead and set-back behind (even to the "start" when serious difficulty appears) so that the learners can be well aware of the advantage of achieving the "goal" and its obstacle.
6. Preparing for field-testing	
(1) Prepare an instructor's manual.	(1) Refer to p. 35, of Part I (Explain clearly the method of play in the manual.)
(2) Make a copy of the game in its fuel size. Use dice.	If dice are not available, they can be made using heavy paper or card stock.
	If religion or other custom prohibits the use of dice, devise another means of deciding on numbers to be followed in the progression of the game. For example, dice can be changed into pieces of papers numbering from 1 to 6, put into a glass or a can and shake.
7. Field-test	
(1) Be informed concerning local conditions prior to testing.	(1) Refer to p. 35, Part I
(2) Understand living conditions of target neo-literates.	
(3) Effective method of testing Sugoroku game.	* Before beginning the game, ensure that a relaxed atmosphere exists for players.

Production Process	Matters to Consider
a. Form a group of the appropriate size (4 or 5 persons) and have the players play the game. b. Besides players, an instructor is in each group to lead and help the progression of the game.	• It is effective to be prepared to award a simple prize to the winner, thereby enhancing the competitive nature of the game.
(4) Solicit players' responses by interview or questionnaire.	(example)
(5) Collate results of survey.	1. Did you enjoy playing this game? 2. Theme appropriate? 3. Content understandable? 4. Proceeding interesting and exciting? 5. Skipping ahead and setting back reasonable? . . .

8. Revisions to draft materials

(1) Analyze and interpret survey results.

(2) Collate opinions bearing on improvements.

(3) Request writer and illustrator to carry out the necessary revisions.

Completion
(on to printing)

3) Card pick-up game

Among card games such as (1) card pick-up, (2) card matching, and (3) card suit games like poker, the 'card pick-up' game seems to be greatly effective in educational application.

a) Features or card pick-up game

1. This is an enjoyable game which can be repeatedly played without loosing its appeal.
2. With one set of card, 3 to 10 or more persons can play.
3. Such game can be enjoyed at village gathering places as well as in the home.
4. Card content can be proverbs, poems, question-and-answer (such as problem-and-solution) alphabet, etc.

b) Card explanation – example: proverb card game

1. This card pick-up game is made up of "text cards" and "picture cards".
2. Number of cards can be from 20 to 50. These should be an equal number of both text cards and picture cards.
3. A proverb is written or printed on each text card.
4. A picture illustrating the meaning of a corresponding proverb, as well as an appropriate word from that proverb's text card, is on the front of each picture card.
5. It is best that text and picture cards be of the same size. Approximately 10 cm by 7 cm is an appropriate size.
6. Heavy, strong paper is desirable for making cards.

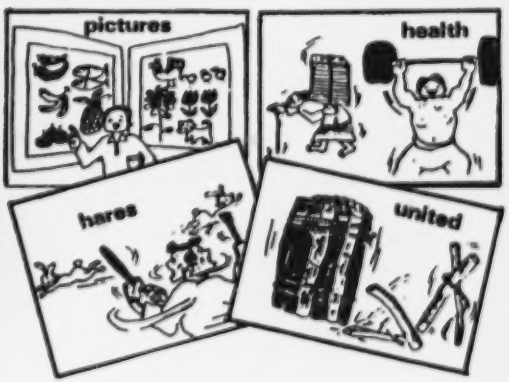
c) Card pick-up game playing procedure – example: proverb card game

1. Picture cards are spread out on a table or the floor. If, for example, there are 30 text cards, then 30 picture cards will be used.
2. Leader or one of the players holds the text cards, and reads one of proverbs aloud.
3. Players then try to identify the picture card corresponding to the text (proverb) read aloud to them.
4. Player who first identifies the proper picture card picks it up.
5. After all text cards have been read aloud, the player who has identified and picked up the most picture cards is the winner.

d) Production of the cards.

The card game should be produced in accordance with planning such as with other materials for neo-literates.

Playing card game (Thailand)



Proverb Card Game (AJP material)

2. Simulation game

A simulation is an abstruction or simplification of some real-life situation of process. In simulation, participants usually play a role that involves them in interactions with other people and/or with elements of the simulated environment. A business management simulation, for example, might put the participant into the role of production manager of a mythical corporation, provide him or her with statistics about business conditions, and direct him or her to negotiate a new labor contract with the union bargaining team.

Simulations can very greatly in the extent to which they fully reflect the realities of the situation they are intended to model. A simulation that incorporates too many details of a complex situation might be too complicated and time-consuming for the intended audience. On the other hand, if the model is over-simplified it may fail completely to communicate its intended point. A well-designed simulation provides a faithful model of those elements that are most salient to the immediate objective and it informs the instructor and participants about elements that have been simplified, abbreviated eliminated completely.

A simulation game combines the attributes of a simulation (role playing, a model of reality) with the attributes of a game (striving toward a goal, specific rules). Like a simulation, it may be relatively high or low in the modeling of reality. Like an ordinary game, it may or may not entail competition.

(Nepal)

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CHAPTER IV

Production of Printed Neo-Literate Materials

Part 1. Editing

Introduction

Preparation of final manuscript should be carried out while checking readability and attractiveness and, particularly, accuracy of content and information (especially proper nouns, numbers, etc.). Being educational materials, these productions for neo-literates should be carefully checked for accuracy and correctness in grammar, punctuation, spelling, etc.

Another important task in editing is ensuring that headings of posters and newspapers and titles and captions in books and booklets are suited to contents. When editing books and booklets, continuity of successive pages (including amount and distribution of information and distribution and layout of text and illustration) without monotony should be verified.

The editing personnel (editor) has to adjust the contents, descriptions, form and so on, reading the manuscripts and examining the illustrations both from the points of view of the target neo-literates and the editor. Furthermore, points such as infringement of copyright, libel, political restriction of public morals have to be taken into consideration, and evaluation, if the editor should notice any problems, he should consult with the material planner, writer or illustrator.

1. Copy-editing

After inspecting the contents, the editor has to prepare for production. Such work of preparing the manuscripts is called 'copy-editing'. The main things which the editor or the copy-editor does can be summarized under seven headings:

(1) readability and legibility, (2) consistency, (3) grammar, (4) clarity and style, (5) factual accuracy, (6) legality and propriety, and (7) production detail. He also, has to check the illustrations, their size and place in the text, their capitions, etc.

When the editor has completed his work on manuscripts, he prepares the prelims: bastard title page, title page, copyright page, table of contents and list of illustrations, etc. Then the manuscripts will be sent to the production department, with adequate instructions.

2. Proof-reading

The accuracy of description and grammar of materials for neo-literates is very important because one of the main purposes of the materials is to teach correct letters, words and sentences. When the galleys are sent from the printer, the editor (or proof-reader) and the writer have to go through and correct them thoroughly. If any misprints or factual errors are failed to be discovered, the result will become fatal matter to the materials.

So, the ability of proof-reading is indispensable for editing personnel.

Part 2 Designing and Layout

1. Designing

It should be fully understood that in producing educational materials for neo-literates, in addition to ensuring that interest of the target group is stimulated through visually attractive, easily comprehended, enjoyable material, attention to the important role of designing should be paid. Layout and composition in designing should, first of all, render letters, words, and sentences, as well as illustrations, graphs, and photographs, in a easily readable and understandable way and, additionally, be such as to draw the reader's interest. In this layout and design, or distribution of elements on the page, blank space in proportion to total page surface is an important consideration. Five basic principles in the distribution of elements on the page surface are given below:

(1) contrast

(2) balance

(3) proportion

(4) rhythm

(5) unity

1) Paper size and arrangement

In the case of a book or booklet size and number of pages and paper quality should be decided on, and in the case of a poster or board game size and quality of paper or card stock decided on, and script and illustrations, photographs, etc. should be laid out to best facilitate understanding and enjoyment. Devise a layout scheme which best fits the condition, mood, expression, and needs of the target neo-literates.

2) Typeface

To avoid confusion and loss of interest on the part of neo-literates, complex or otherwise unclear typeface should not be used. Use a most readable, plain type face, one which is best suited to communicating the message to the reader.

Consider size of letters or characters, length and order of sentences in designing materials that are easily read and well received by target neo-literates. Neo-literate materials should use larger typeface to make it easy reading.

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Source: Specimen of Printing Types, November 1982 (M.N. Shanthy & Co., Sri Lanka)

3) Relation between illustration and script

Coordinate illustrations and script suitably to clearly represent the content. Be particularly careful to design script portion in a manner for easy reading when the materials are for neo-literates.

Through effective use of blank (white) space, the possibility of psychological resistance to the script is minimized and affinity with the materials is encouraged in the reader.

4) Color

The use of color involves higher production costs but enhances attractiveness. Effectiveness is particularly hightened when booklet covers, especially crucial information, charts, etc. are done in color. Use of color should also be based on custom, tradition, preferences etc. of people in the target area.

Color schemes can be designed in monochrome, 2-color, 3-color, or 4-color; this should be done in accordance with objective, content, necessity, and economic and other conditions. Refer to p. 66. "Effective monochrome printing" for information on single color publication production.

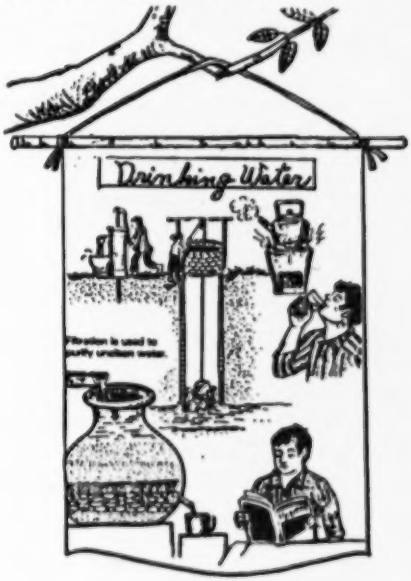
5) Selection of paper

Choose paper or card stock that best suits the medium (book, booklet, pamphlet, poster, card, or board game). Because materials for neo-literates are read and otherwise used a number of times, the materials they are printed on should ideally be as durable and light in weight as is economically possible.

Printing paper should be chosen in consideration of the following six characteristics:

(1) smoothness
(2) softness and flexibility
(3) oil absorbancy
(4) whiteness or color and hue
(5) strength and durability
(6) size

Use paper that is locally available. Cloth can also serve as printing surface material and, being generally more durable and flexible than paper, can be effectively utilized for posters and other materials that are often folded or rolled.

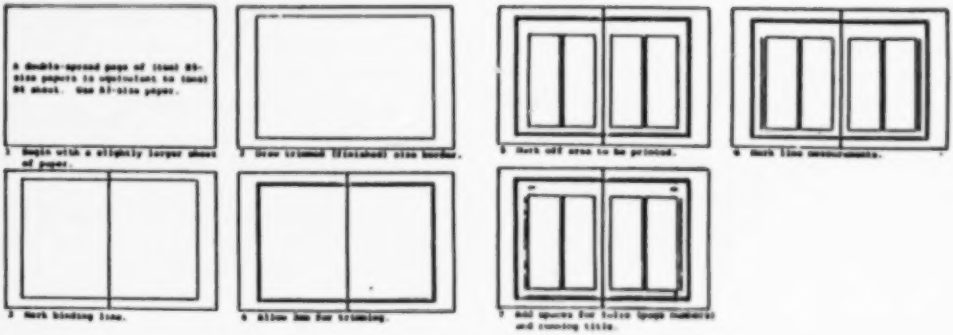


2. Layout

Layout is the product of a design concept realized via text and picture. In neo-literate materials the purpose of layout is to organize and present material in order to facilitate learning. To present the learning goal clearly is important. One may have originality in layout but if the target neo-literates unguided or confused, then that layout has failed a major test. Look at the material through the eyes of the leaner; ability to scan and organize is considerably different and more sophisticated.

Good layout is the result of mastery of various elements: (a) an understanding of the possibilities of the mechanical instruments – what can be done with color for example and what substitutes are equally good; (b) for designers of neo-literate materials, an understanding of target neo-literates, capabilities and needs; and (c) mastery over 'tools' – type, style and size, space and margin, length of line, color.

How to make a layout sheet



Trimming

Part 3 Printing

Introduction

Printing is the final stage of production of printed materials, and is an important factor in how attractive and effective the materials are and, therefore, how well they are received by the neo-literates.

Printing methods vary depending on local conditions and available equipment. Decision on printing methods can be made according to number of copies, objectives, content, and economical considerations.

1. Methods of printing

1) Printing small numbers of materials

Printing of small numbers of copies can most easily be done by (a) Photocopy machine, (b) Block print, (c) Mimeograph, (d) Silk screen, etc.

2) Printing large numbers of materials

Printing of many copies require numerous various equipment, especially for materials produced in two or more colours. For large numbers of copies (high-run productions), are explained simply below:

It has been well known that the printing process which are available in mass reproduction of various information or patterns are (a) letterpress, (b) offset-litho, (c) gravure and (d) screen process.

Among these four printing processes which have been grouped according to the shape of the cross-section patterns of printing plates, letterpress and offset-litho are widely used in the reproduction of printing matter.

a) *Letterpress*

Printing process used of letterpress plate which has a rasied printing area has developed since Gutenberg invented the type alloys and the type. This process has obtained considerable importance in the world especially for the reproduction of newspapers, publications, magazines and many other things. And it is the process most widely used for printing of publications in many countries, because metal types is the most economical and convenient tool for printing textual matter.

b) *Offset-litho printing*

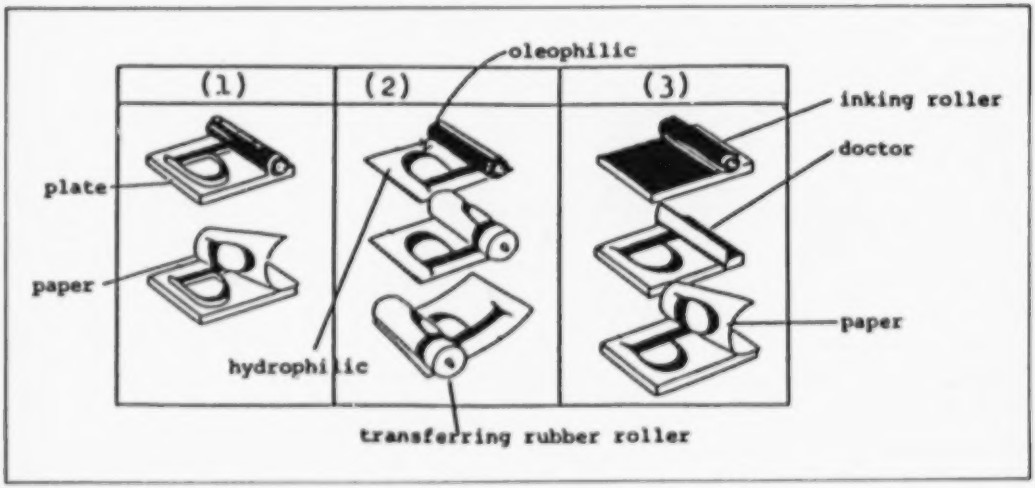
Offset-litho printing has derived from the stone lithography discovered by Alois Senefelder in 1799. In this process printing is carried out with flat surface on which the printing area and non-printing area are formed on the same plane. Offset-litho printing may be the most convenient process for reproduction of halftone and color works. At the present time the major share of this process is on sheet-fed printing, but reel fed printing has begun to take the place of letterpress printing.

c) *Gravure printing*

Gravure printing and screen process may be classified as unconventional printing processes, because they are mainly employed as the means of printing for non-paper materials such as synthetic resin, metal foils, ceramics and so on.

Chart 1. Classification of printing

1. According to plates
   1) Letterpress (Relief)
   2) Lithography
   3) Gravure (Intaglio)
   4) Screen Process (Stencil)



2. According to printing methods
   1) Platen press
   2) Cylinder press
   3) Rotary press

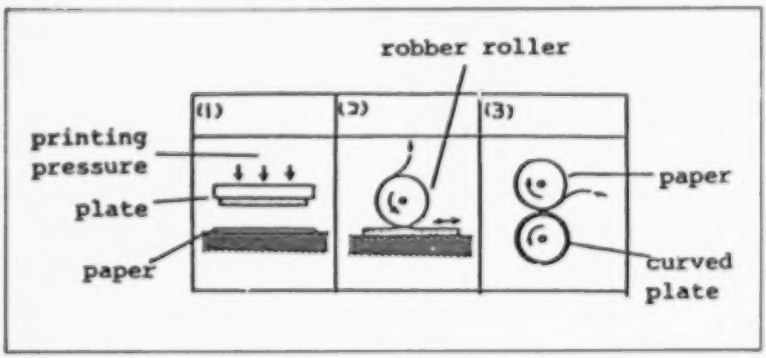


Chart 2. Process of Letterpress printing

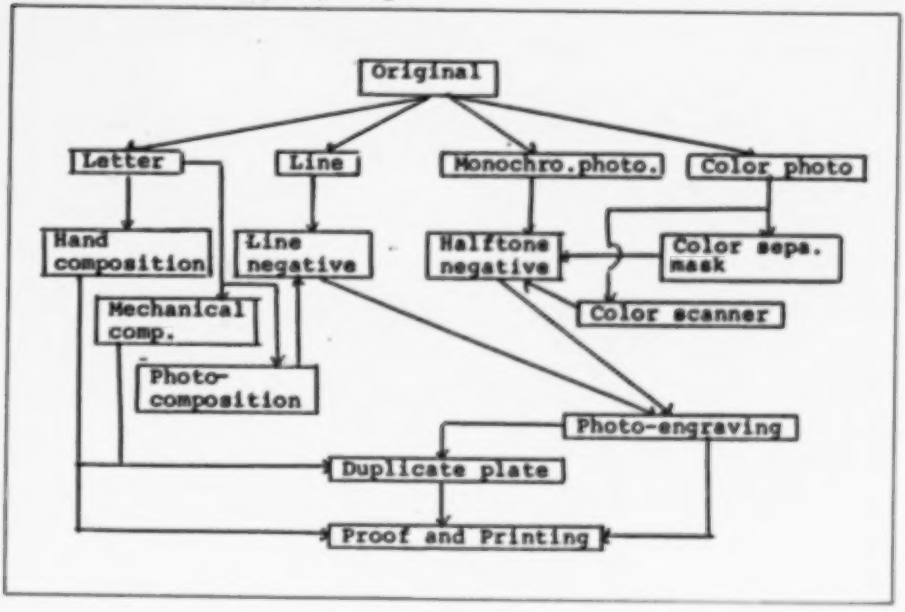
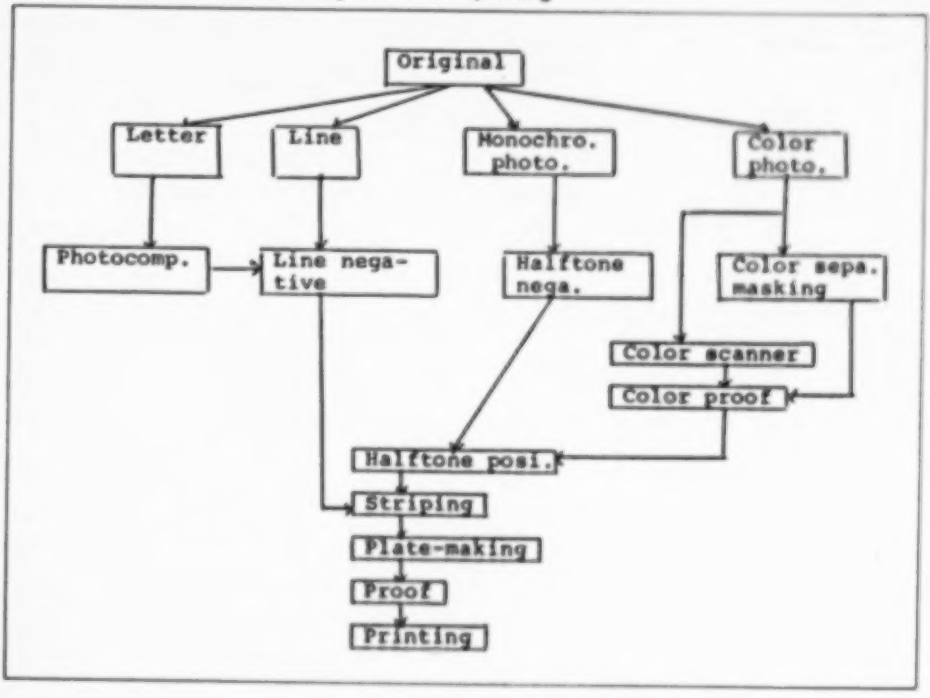
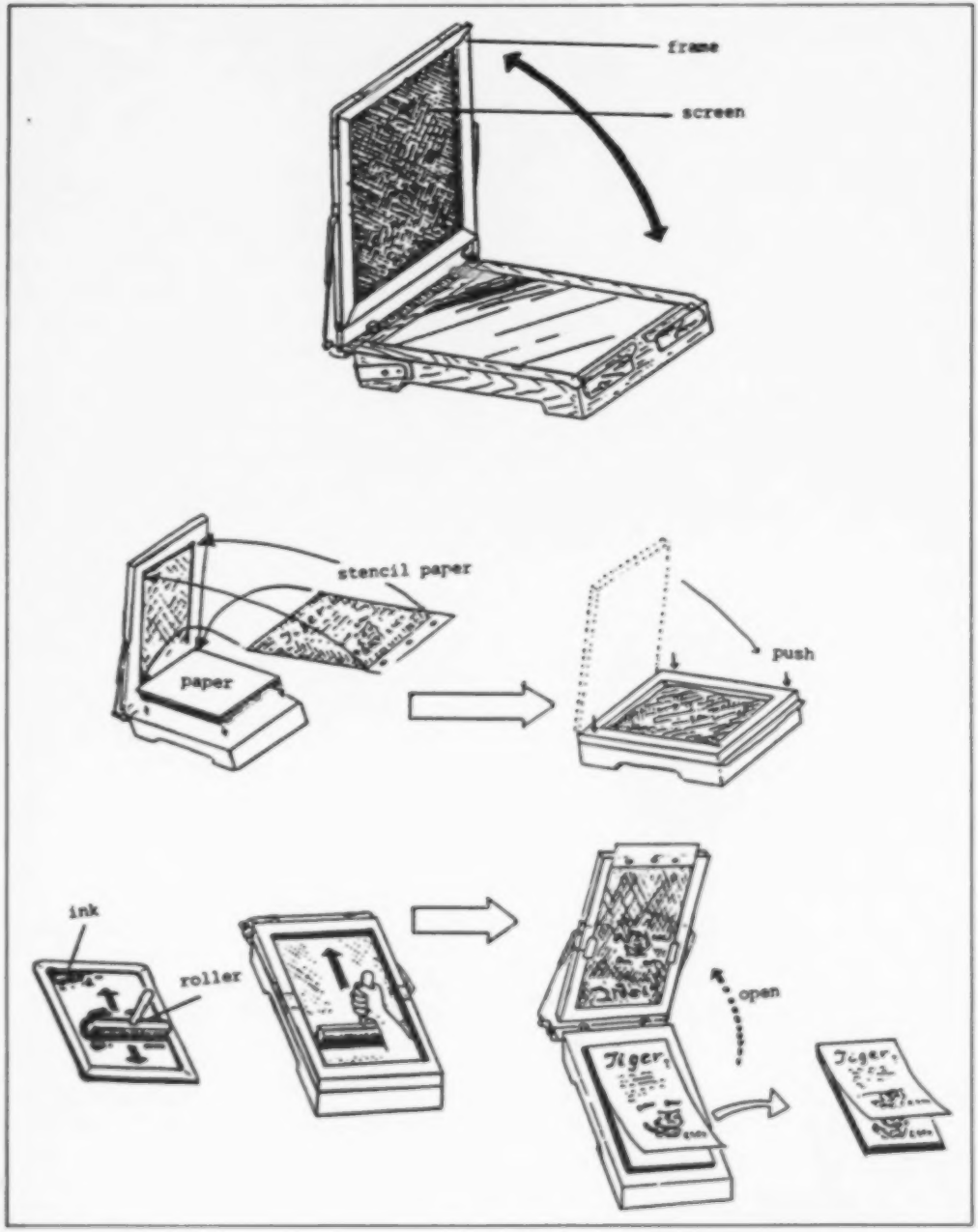


Chart 3. Process of Offset printing and Gravure printing



"Toshaban" – simplest, most economical, and portable printing machine



Source: Japan Sotoshu Relief Committee

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3. Effective Mono-chrome printing

Properly applied, mono-chrome printing can achieve attractive effects to arouse learner's interest that match any effects created by multi-colored printing.

Mono-chrome printing involves the use of a single color, such as black, red, green, blue, and brown. Text matter and illustrations in materials can usually printed in black, because this color reproduces the most stable image in terms of legibility and reproductibity. The brightest area of a printed page is therefore the color or the paper itself and the darkest area is the solid black.

Colors other than black have their own qualities which should be considered in obtaining effective printing results to meet a material's purposes. The visual effect with one-color printing can be greatly enhanced by using gradation from light to dark.

When printing in these color, they should be dark enough to maintain text legibility and illustration reproducibility. The same consideration should be taken into when reproducing halftones.

Type matter is usually printed in solid tones (100% value) but while it can also be screened (Using tints ranging from 10% to 90%), overprinted (printing a solid tone over a tint), or reversed (letters appering as pure white against a solid-color background).

It is important when screening, overprinting, or reverse printing is used that type is sufficiently large of bold. If the typeface is too detailed or the type size too small in reverse printing, the color may run over into the white type, while in overprinting the edge of the type might be distorted when the type overlaps with screen tints at certain degrees.

Color tones, ranging from solides to screened tints, can effectively present also illustrative information such as drawings, photographs, and charts.

International Women's Tribune Centre, Inc.
Newsletter #9 April 1979.

Chart 4. Various effects of mono-chrome printing

1. Gorillas at Play

Simple line drawing illustrating the characteristics of gorilla.

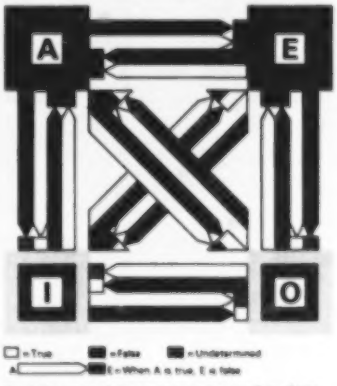
2. Crab-eating Mongoose

Line drawing showing body hair.

3. A Coelacanth

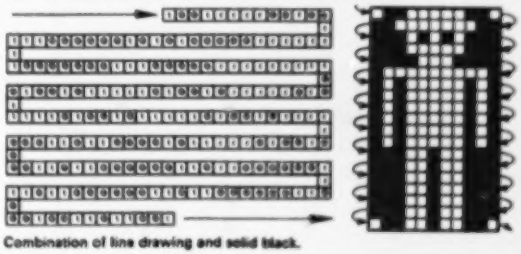
Precise illustration combining line drawing and pointillism.

4. Diagram Showing Basics of Aristotelian Logic



Graded screen tints on arrows are used to show different relationships.

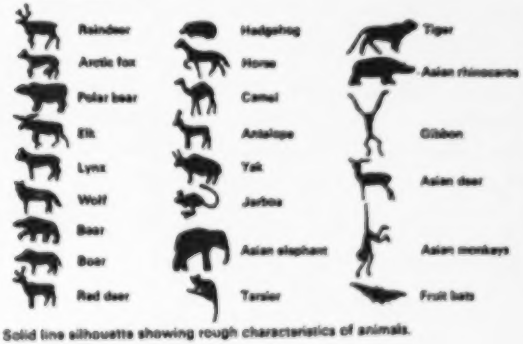
5. Mathematical Signal Pattern for Communicating with Alien Civilizations and One Interpretation in the Form of a Biped Figure



Combination of line drawing and solid black.

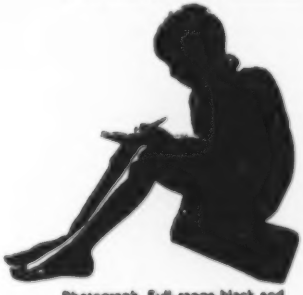
6. Legend (part) of Zoogeography

Asia and Eurasia



Solid line silhouette showing rough characteristics of animals.

7. An Indian Boy Doing Homework



Photograph. Full-range black and white halftone silhouette.

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CHAPTER V

Selection of Existing Materials for Neo-Literates

1. Introduction

In the countries in Asia and the Pacific, organizers and teachers of neo-literate programmes write, develop and produce specifically designed neo-literate materials on the basis of survey of neo-literates' needs and their previous language background.

Most often, however, neo-literate programme organizers and teachers have to use neo-literate materials already produced by different government and non-government organizations. In such situations, the neo-literate education programme organizers and teachers need to know how to assess existing materials and choose the most appropriate ones for the programme.

2. Steps of selecting appropriate materials for neo-literate programme

Following are some suggestions for choosing appropriate materials for neo-literate programmes:

Step 1: Establish the objective for which you want to find materials.

Step 2: Study the content areas for which you need materials (e.g. to teach about health, agriculture, etc.)

Step 3: Be specific about what type of materials you are looking for, such as:
a) printed book-materials
b) printed non-book materials
c) games and plays
d) other media materials.

Step 4: Decide whether you want to use the materials for:
a) motivating the learners.
b) instructing them on certain content areas.
c) using as follow up materials (to be used by the learners as self-study materials etc.).
d) group use (the plays and games are group materials).
e) using through electronic media, the radio, T.V., etc.

Step 5: Choose appropriate form of materials and assess form, content, etc.

In assessment, the following items should be considered:

Purpose	Actions
1. Assessing the objective of the existing materials against instructional objective of neo-literate programme	1. Usually materials producers state their objective in producing materials. To see whether the stated objectives of the materials match with instructional objectives of the programme, one may have to read the materials.
2. Assessing content of the materials with content area of the curriculum	2. Ascertain whether or not the subject matter corresponds to the content area mentioned in the instructional programme (curriculum) of the programme, and whether the content area covered by the existing material is adequate, authentic and up-to-date.
3. Assessment of the language used in the materials	3. Ensure that the langauge used in the materials is suited to the language abilities of the learners by whom the materials will be used.
4. Assessment of presentation of the materials	4. Determine whether the treatment of subject matter suited to adult learners is neither too difficult nor too simple. It is most important to ensure that the presentation is interesting and stimulating.
5. Assessment of adequacy of example and field experiences	5. Neo-literate materials need enough examples to put across ideas, and they become more effective if the materials give sufficient examples proven through practical field experience.
6. Assessment of adequacy and relevancy of exercises to be carried out by the learners after studying the materials	6. After each lesson, neo-literates need some exercises. Check to see that the material has provided such exercises. In some cases, teachers may have to add some exercises devised by themselves.
7. Assessment of adequacy, relevancy, and attractiveness of illustrations	7. Examine whether there are enough illustrations in the materials, and whether they are relevant and attractive.
8. Assessment of physical aspects of the materials:	8. To check whether following items are properly done.
a) size of materials	a) Whether the size of the book is right.
b) type size used	b) Type should be clear and large.
c) paper used	c) Quality of paper should be good.
d) quality of printing	d) Quality of printing should be good.
e) binding	e) Binding should be properly done.
f) price	f) Price should be appropriate.

Assessment Sheet

The following assessment sheet may be used for assessing the materials.

Title of material _____
Type of material _____
Name of author(s) _____
Name of publisher _____
Date of publication _____

Aspects to be assessed	Assessment scale			
	Poor	Fair	Good	Very Good Excellent
1. Matching between instructional objective of neo-literate programme and objective of the material				
2. Relevancy between subject matter of the material and course of studies of the neo-literate programme – Adequacy – Authenticity – Up-to-dateness				
3. Suitability of language used in the material in regards to language ability of the target learners				
4. Appropriateness of the presentation – Simplicity – Clarity – Interestingness				
5. Adequacy and relevancy of examples and experiences				
6. Adequacy and relevance of exercises				
7. Illustrations – Adequacy – Relevancy – Attractiveness				
8. Physical aspects – Suitability of size of material – Suitability of type size – Quality of paper – Quality of printing – Quality of binding – Appropriateness of price				
9. Overall assessment				

After assessment the organizers and teachers could find out whether the materials could be utilized:

a) directly for the neo-literate programme.
b) in combination with any other materials.
c) with some addition or alternation.

Finally, decide how to utilize the materials.

SECTION III

Utilization of Materials for Neo-Literates

Back to the Field (Paiboon Silpangamlert, Thailand)

CHAPTER I

Administration, Distribution and Utilization of Materials for Neo-Literates

Introduction

In the development of learning materials for neo-literates, administration, distribution and utilization of materials are as important as the production, and in a sense, even more important. Without the production of learning materials, the neo-literates have nothing to read, but without efficient administration, effective distribution or proper utilization, the materials produced cannot reach the neo-literates or take effect, and the production of materials becomes a waste of financial, material and human resources. In order to make better use of the produced materials and achieve the objectives of the neo-literacy programme, equal attention should be paid to the administration, distribution and utilization of the learning materials.

Part I Administration

Administration of neo-literate materials involves the setting up of certain organizations, making of plans, and carrying out of direction and control.

1. Setting up sound organizations

The organization or agencies in charge of neo-literate learning materials may be governmental or non-governmental. They can get people to cooperate, arrange a complexity of tasks into manageable units, and define the formal relationships among people who are assigned the various tasks. These organizations should emanate out from the center to the grass roots, especially in the vast rural areas. It is not necessary to set up independent or separate organizations or agencies. They may be parts or sections of other existing departments or branches such as educational departments, adult education centres, non-formal education centres or social societies.

In setting up organizations, the following prime issues should be resolved:

a. To provide necessary staffs comprised of people who are active and enthusiastic in neo-literacy programmes. These should include specialists of various fields, such as policy and plan makers, curricula and teaching materials developers, instructors, people who know well about distribution of book, and people from educational agencies or social societies of various levels.

b. To provide necessary finances, facilities and equipment.

2. Making feasible plans

Feasible, practical plans are prerequisite to the distribution and utilization of neo-literate materials. In making plans, the following should be taken into consideration:

a. The scope of neo-literates, their literacy competencies, and what kinds of learning materials they need.
b. What materials are available? What types of materials are they? What target group do they serve? How can they be used?
c. Resources of materials and channels of delivery
d. Impact of utilization of the materials and follow-up activities and arrangements

Of course, these plans should be identified with and go into the general plans of the neo-literacy programme.

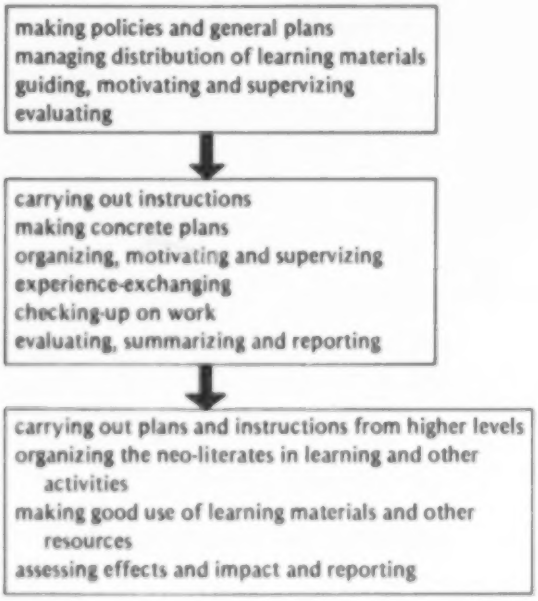
3. Carrying out necessary direction and control

For better delivery and utilization of neo-literate materials, direction and control consists of the following:

a. initiating providing leadership in carrying out plans by making decisions
b. issuing specific instructions
c. guiding, motivating and supervising
d. reporting deviations in time for corrective action and showing the way of corrective action
e. assessing effects and impact, appraising performances and corrective modifications

Most important of all, administration of neo-literate learning materials should be efficient and effective according to the specific circumstances of each country.

Chart 1: Different administrative levels and actions


making policies and general plans
managing distribution of learning materials
guiding, motivating and supervizing
evaluating
carrying out instructions
making concrete plans
organizing, motivating and supervizing
experience-exchanging
checking-up on work
evaluating, summarizing and reporting
carrying out plans and instructions from higher levels
organizing the neo-literates in learning and other activities
making good use of learning materials and other resources
assessing effects and impact and reporting
NATIONAL LEVEL
PROVINCIAL (DISTRICT) LEVEL
GRASS ROOTS (READING CENTRES, ADULT EDUCATION CENTRES, NON-FORMAL EDUCATION CENTRES ETC.)

Part II Distribution

The problem of distribution of materials for neo-literates may be the weakest link in the chain of the present neo-literate materials development programme. About 75 percent of the population in Asia and the Pacific live in the rural areas or remote islands – this includes the majority of the neo-literates – while the distribution of books and learning materials is focused in big cities. There are many examples of non-supply of learning materials or non-utilization of very useful ones, and people contribute such to the lack of proper delivery systems. To ensure utilization of the learning materials for neo-literates, efforts should be made in the development of organized and systematic distribution channels.

1. General methods of distribution of materials for neo-literates

1) Free distribution by governments

In many countries, neo-literate learning materials are provided by the government, free of charge. These materials can also be delivered to the rural areas through governmental departments or educational institutions.

2) Various distribution channels

In the countries of the region, there are also various distribution channels for neo-litearte materials, which are very successful. For instance, the delivery system can take the form of rural libraries, adult education centres, community centres, even religious places, recreational centres and tea stalls could be utilized as dlivery systems for neo-litearte materials.

One example of great importance given to the development of delivery system was the attempt by the Government of India to appoint two national level committees to suggest appropriate form of delivery systems for post literacy programme. The Committees have suggested various ways of delivery for India such as through Village Continuing Education Centres, Continuing Education and Adult Education Centres, Village and Mobile Libraries, adult classes leading to formal school certificates, vocational and skill training centres, classes run by volunteer students etc.

Similarly, lifelong education centres in Thailand and non-formal education centres in the Philippines and rural libraries in many countries are serving as delivery mechanisms.

3) Mobile libraries

Mobile libraries is a good and effective way for distributing neo-literate materials as well as serving the neo-literates in learning. Lending materials to the neo-literates should be encouraged.

Village people are discussing under the tree. (Nepal)

4) Mailing

The distribution channels are insufficient at present in remote islands and rural residential areas in many countries in Asia and the Pacific. Under the circumstances of lacking organized, systematic distribution channels, mailing is also an important form of delivery and should be utilized. One major problem is how to reduce the postal rates. In China, bookstores in the cities handle mail orders, with low fees of packing and post, in favour of the people in remote areas to buy books.

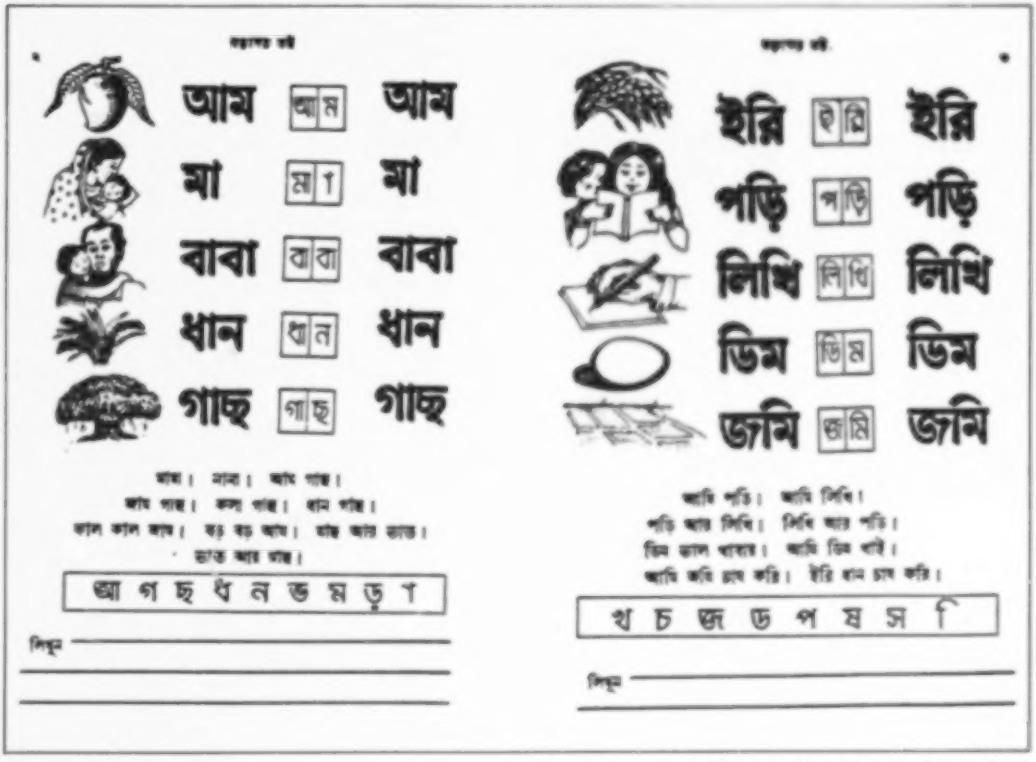
5) Commercial base distribution

Whole sale and retail are the go-between of the publishers and readers as well as the main distribution channel of books. The delivery of neo-literate learning materials can also make use of this channel. But the private publishers have not yet been interested in publishing books and learning materials for neo-literates. The publishing for neo-literate does not pay them in the present stage because of the low parchasing power of rural neo-literates and of the lack of distribution channel.

In view of the economic conditions of most countries in the region, not only the neo-literate materials should be produced at an extremely low price but also the cheapest way of distribution should be found.

2. Utilization

Utilization of learning materials is a very important aspect of neo-literate materials development. It is the starting point of the learning material production, and the end-result as well. It is not enough just to prepare and produce the materials. There must be proper mechanism of motivating the learners to utilize the materials and help them to read.



Primer for Neo-Literates (Bangladesh)

CHAPTER II

Evaluation of Materials for Neo-Literates

1. Why evaluation?

It has been explained in an earlier chapter that learning materials for neo-literates should be prepared in a planned way. One should follow certain steps and a definite procedure. Generally, these steps are:

1. Identification of the target group – its needs, problems and learning preference
2. Determination of the theme and objectives of the learning materials
3. Selection of appropriate format of materials
4. Development and production of the materials including pre-field-testing
5. Use of these materials in the field
6. Evaluation of the materials used
7. Revision of the materials based on the evaluation

Evaluation, then, is an integral part of the programme. Its main function is to help arrive at educational decisions for the improvement of the programme and the attainment of its objectives. Evaluation serves to determine if the materials need to be changed or modified to serve the purpose for which they were created. The materials are not to be judged as separate or isolated items, but should be assessed in relation to the objectives of a particular educational programme.

2. What is evaluation?

1) Definition of the evaluation of materials for neo-literates

H.S. Bhola says "Evaluation can be defined as a process involving the collection and use of information to make decisions about educational programmes". There are various other definitions, but for our purpose, the above definition will do. To change or modify an educational programme to bring it closer to its objectives, certain decisions are necessary. These decisions cannot be made in a vacuum, but must be based on certain relevant information. Evaluation is expected to provide this information.

2) Information sought in evaluation

a. Environment and socio-economic background of the target group

The literacy level, educational structure (formal and non-formal), state of health, hygiene and nutrition, social customs, economic conditions – all these provide important data for determining the design and relevance of the learning material. For example, to suggest making a living through a particular craft where training or credit facilities for such do not exist will result in loss of credibility with the readers, no matter how well-produced the material may be.

b. Inputs for materials production and application

Inputs can be of various kinds – they can be competent writers or illustrators, they can result from writers/material producers workshops, be reading circles or libraries in the village, or resource persons or technical experts who can help in the production of learning materials. These inputs are, to a great extent, responsible for the qualitative excellence and technical accuracy of the materials produced.

c. Implementation of the programme

Are the neo-literates situated in structured situations like adult literacy or continuing education centres, or are they dispersed among the community? Who are the instructors or community educators? What governmental or other development agencies are involved in the

programme? Knowledge of how this programme is being implemented and through whom would greatly facilitate the process of evaluation and ensure the kind of data and feed-back required for making educational decisions.

d. Effectiveness of the message in materials for the target community

As most of these materials are development communication materials, the effect will be mainly manifested in behavioural change or the adoption of innovative practices. It must be pointed out that along with the development communication messages, the upgrading of literacy skills should be a very important consideration. Effects of the educational programme on the other segments of the community must also be evaluated, as any kind of desirable change to be effective must involve a major portion of the community.

3. Formative and summative evaluation

Evaluation can be broadly divided into two categories – (1) Formative or concurrent evaluation and (2) Summative evaluation.

Peasant's Reading Primer (China)

1) Formative evaluation

Formative evaluation takes place along with the implementation of the programme, and educational decisions for improvement can take place even in this stage. These can result in certain important changes. For example, training can be arranged for the untrained instructors or educators, better learning situations can be organized through reading circles and other facilities, and cooperation from other development agencies can be arranged so that certain practical benefits can flow to the target group.

2) Summative evaluation

Summative evaluation is a kind of judgement or verdict on the programme. It tries to sum up the entire programme – its success or failure – so that, if so desired, the programme can be re-cycled on a sounder basis.

Both of these forms of evaluation are important – formative, to monitor the programme while it is being implemented, and summative, for the formulation of a different approach or even change of objectives in the interest of the programme.

4. Evaluation of printed book materials

Evaluation of the printed book materials could also be taken up in two stages – pre-publication and post-publication. The pre-publication stage involves two types of evaluation – (1) evaluation of technical aspects of materials and (2) evaluation in the light of readers'/learners' reaction to the materials.

1) Technical evaluation of three aspects of a printed book material

What follows refers mainly to printed book materials. The aspects to be evaluated can be (a) text, (b) visual (illustration, drawing, etc.) and (c) content arrangement.

a) Text

1. words:
Simple words are to be used. They must pre-

ferably be within the span of the vocabulary of the client group, except when it is necessary to introduce new or technical words. In such cases, the new words need to be explained.

2. sentences:
   The sentences should be short, with not more then a total of 8–10 words in the case of beginning-level neo-literates and 10–14 words in the case of 'advanced' neo-literates. Complex sentences should be avoided. Beginning-level neo-literates are those whose reading speed of simple materials is roughly about 50–60 words per minute and writing speed about 10–15 words per minute, while advanced neo-literates have a minimum reading speed of about 100–120 words per minute. (For the sake of convenience, English script is here used as an example. Reading and writing speeds may vary with different scripts.)

3. organization:
   The reading material must be broken into short paragraphs. Use of headings and subheadings will help the neo-literates to better comprehend the content.

4. space:
   There should be enough space in the margin, between the words, and between the lines. Density of reading matter makes it difficult to read and understand.

5. type face:
   Printing type should be larger than that used for the general public. Ornate types should be avoided.

b) Visual (illustration, drawing, etc.)

1. Illustration should be simple but attractive.
2. Illustrations must be relevant to the subject matter.
3. They must faithfully reflect the local situation – appearance, dress, houses, implements etc.
4. There should not be too many details.

Primer for Adult Learners (India)

5. Use of too many colours is distracting and costly.

c) Content arrangement

1. The style should be pleasant.
2. The writing should not be like a sermon. It should be freindly and participatory, and not a string of instructions from the knowing to the 'ignorant'.
3. If possible, it should feature some human interest, e.g. a typical family facing a few problems, but care should be taken to see that the message is not obscured by the story.
4. Too many messages in a signal book or booklet should be avoided.
5. The information given must be technically accurate.
6. The content matter must be relevant to the life of the client group and must try to answer some real need.
7. It must be within the capacity of the target group to try out what is suggested in the book/booklet.

2) Learner's reaction test

The above technical evaluation can determine whether the book/booklet conforms to some of the essential norms which are necessary for such materials. It is a kind of technical evaluation which experts in the field of development and production of the neo-literate materials can make. Additionally these materials also need to be tested by the target learners for both readability and acceptability. Technical evaluation by the production side alone does not measure the suitability of the material. For this, reaction from the target can be conducted through (1) pre-testing of drafts of the materials either in the form of photocopies or mimeograph in pre-production stage, and (2) post-production evaluation.

The materials have to be tested in three kinds of situations – (a) structured, (b) semi-structured and (c) unstructured.

a) Structred situations are found in organized adult literacy programs or continuing education centres where graded materials are used. In these centres, instructors and facilitators can help in carrying out the learners' reaction test.

b) Semi-structured situations like libraries, mobile book vans or cycles and reading centres can yield valuable data, provided there is a conscious and organized effort through trained interviewers who are development workers and literacy instructors.

c) Unstructured situations lie in the community itself. The materials have to be tested out through community education programmes and interested individual learners.

5. Evaluation of other learning materials

Evaluation of other learning materials is also necessary to assess the total impact of the programme. There are common areas of evaluation among all learning materials. Information on (a) environment and socio-economic background of the target group, (b) inputs for materials production and application, (c) implementation part of the programme and (e) effectiveness of the message of the materials for the target community is also valid for the evaluation of all materials. Formative and summative evaluations for all materials are also necessary for the improvement of the programme and attainment of the educational objectives.

In addition to the common areas of evaluation there are specific areas of assessment for the evaluators of printed non-book materials.

1) Printed non-book materials (e.g. visual poster)

a. Has the visual poster been able to communicate the message clearly?
b. Are the illustrations attractive? Do they reflect the real situation of the learners?
c. Is the text portion of the poster simple or difficult? Is the text too much or too little?

Adults are not like children. Adult education should not look like this!

In nonformal education classes everyone participates in the discussion.

d. Is the message self-explanatory or does it have to be explained by the instructors? In the latter case, have the instructors been trained properly for this job?

(These are a few suggestions which can be changed according to specific situations. The questions can be properly arranged in an assessment form, with grading if required.)

2) Electronic media materials

These require not only electricity and sophisticated machines but also technical experts and media specialists. Coming up with the right kind of 'software' for 'hardware' like radio, television and other electronic media poses a problem for the educational technologists.

No doubt, these can be powerful means for communication of development messages, but to equip them for this role certain conditions have to be satisfied.

Some of the questions the evaluators will probably ask are:

a. Is the money spent on the equipment and the message justified in terms of results obtained?
b. Is there discussion to ensure proper assimilation of the topics? Are resource persons present at these discussions?
c. Are the learners organized groups or separate individuals?
d. Have the shows and discussions led to any concrete action? If not, why not?
e. Are there enough trained personnel to handle the hard-wares? In what ways does their training programme need to be improved?

(The above queries are offered as examples.)

3) Games and others

Games, particularly simulation games, are expected to give an insight to the participants about problems and situations which they otherwise fail to perceive adequately. These games also bring a certain amount of fun and enjoyment to the learning process. To make an evaluation of the games in terms of what they are expected to achieve, the answers to the following questions will provide useful data.

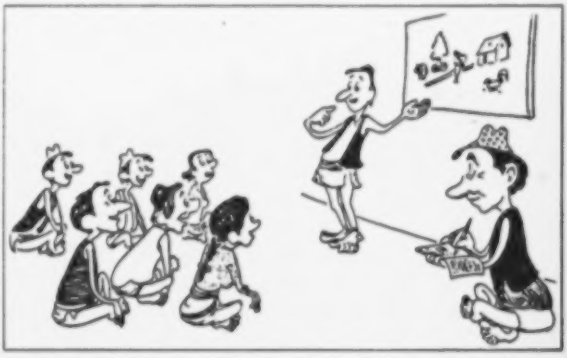
a. Do these games permit participation by a large number of the target group or just a few among them?
b. Are they played just as games or is there an attempt to bring out the educational lessons they contain?
c. Is there any attempt to integrate literacy components into the games?
d. Do the games really help the participants to gain a wider understanding?
e. Do they accord with their life style or are they alien to them?

(Again, these questions are just examples.)

6. Feedback and revision

1) Feedback

One member from each group should report to the class.



"A New Trail – The First Step" (Nepal)

Feedback may be obtained through the evaluation of any material or programme. It may also be available through informal procedures. The results of a scientific and proper feedback depends on the scientific procedures and techniques of evaluation.

Scientific evaluation is the best method to uncover the merits and demerits of a particular material. Scientific and systematic evaluation is the only way to receive a coherent feedback. The practical experience of users, i.e. learner, instructor, supervisor, organizer, planner etc., in the use of material is the basis of any proper feedback. The compiled experience of the users will indicate the merits and demerits of a material, as well as the impact of a neo-literates' materials programme. The communication gap among the planners, designers, innovators, instructors, learners etc. may be minimized through a proper feedback system. The feedback system is an essential part of any material or programme.

2) Revision

Any material or programme may be improved/developed taking into account of the facts and information gathered from evaluation and feedback.

Revision comes in the way of remodeling of a material, rectification of a programme and the amendment of a particular plan. The same procedure can be adopted in the revision of a neo-literates' materials or neo-literates' materials production programme. Revision is therefore an essential and integral element for the success of a neo-literates' materials programme.

7. Conclusion

To conduct a proper evaluation programme for the revision of any neo-literates' materials, well-organized planning is essential. The use of the expertise of concerned persons in this regard will be of great help for the development of a material or programme. The statistical data and information may be gathered easily with the help of a well-planned information format. The formats may vary according to the criteria of the materials, i.e. printed books, printed non-books, electronic media, games and other materials. For the development of a neo-literates' materials production programme, the planners, designers and users of any material should have a clear conception and plan for evaluation and feedback regarding the programme.

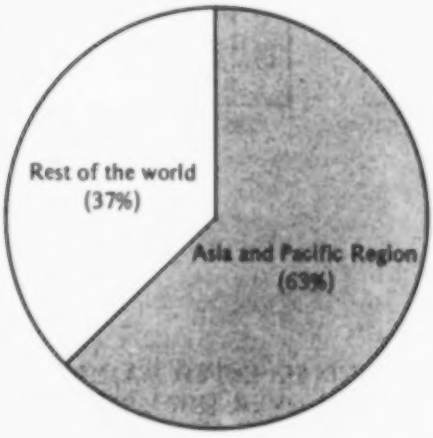
APPENDIX

We Keep Records (Pranlal K. Patel, India)

APPENDIX I

TOTAL POPULATION (1985)

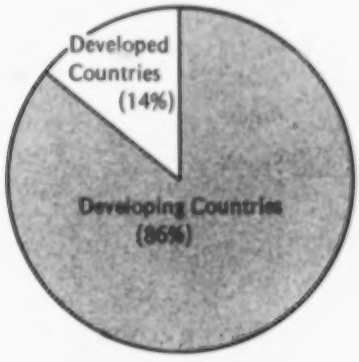
World: 4,826 million



Asia and Pacific Region (63%)

Rest of the world (37%)

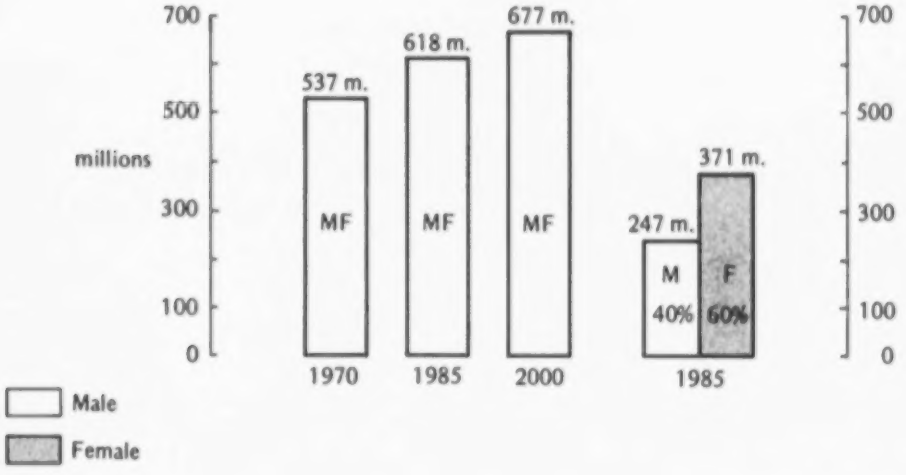
Asia and Pacific Region (Minedap): 3,047 million



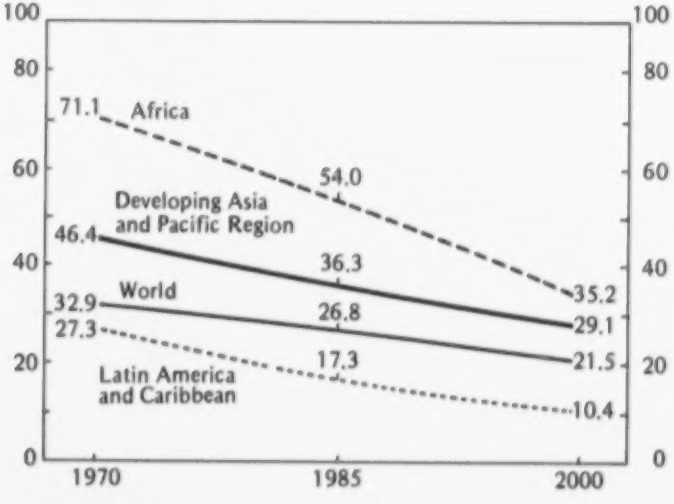
Developing Countries (86%)

Developed Countries (14%)

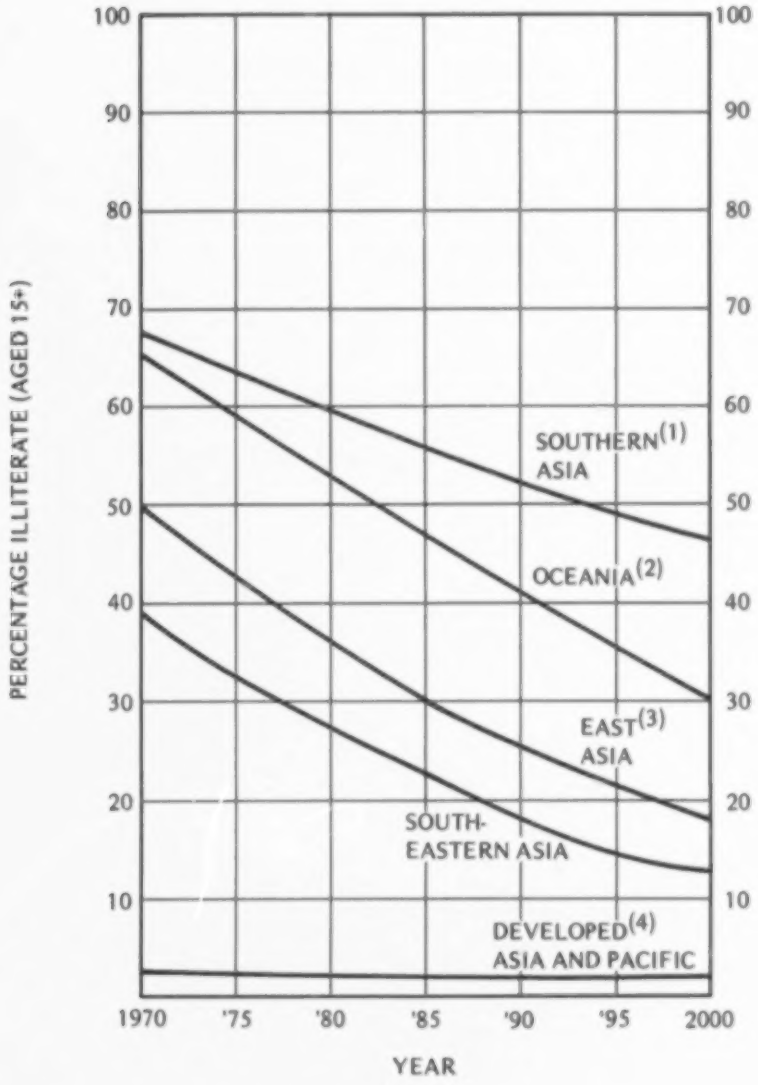
NUMBER OF ILLITERATES (15+) IN DEVELOPING COUNTRIES OF THE ASIA AND PACIFIC REGION (1970, 1985, 2000)



ILLITERACY RATES IN THE WORLD AND SELECTED MAJOR REGIONS FOR THE POPULATION AGED 15 AND OVER (1970, 1985, 2000)

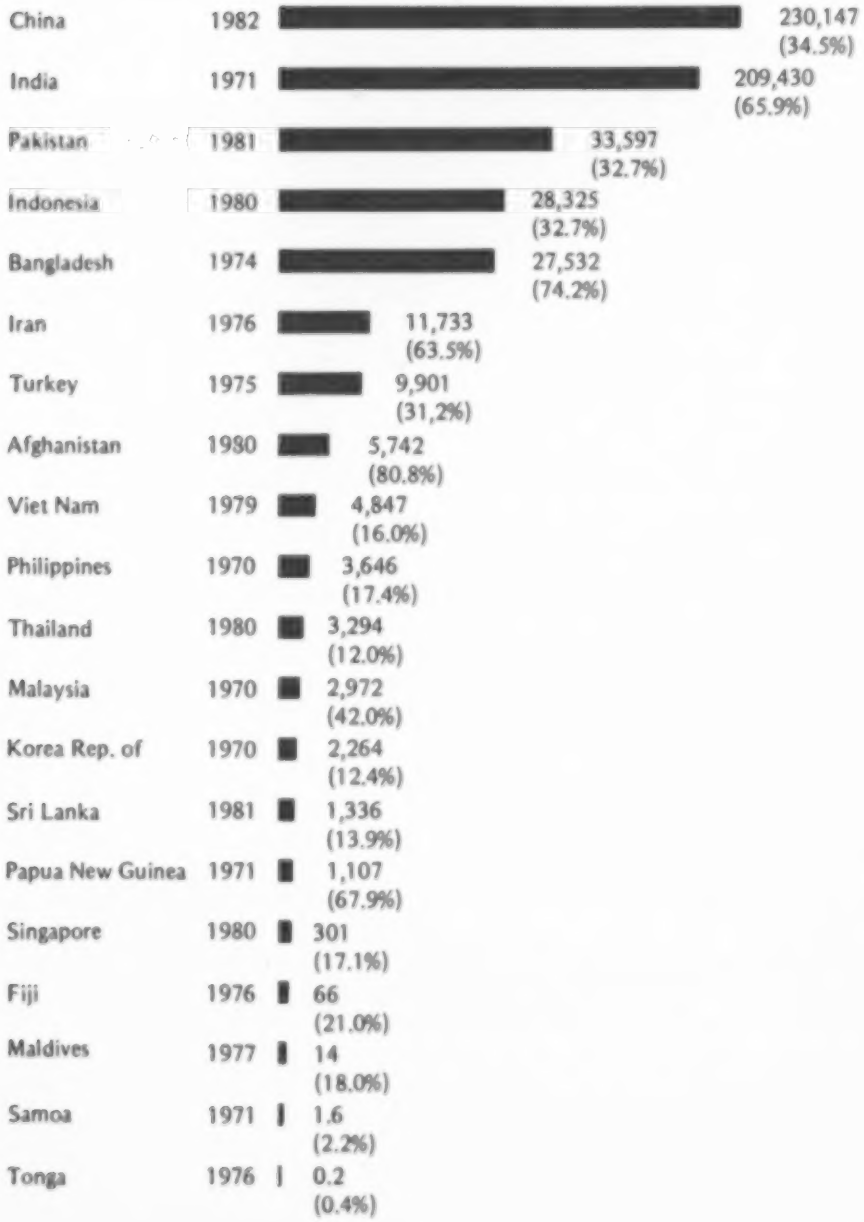


PERCENTAGE ILLITERATE AGED 15 YEARS AND OVER ESTIMATES AND PROJECTIONS BY SUB REGION (1970–2000)



(1) Including Turkey
(2) Data refer to Fiji and Papua New Guinea
(3) Excluding Japan
(4) Australia, Japan, New Zealand, and The U.S.S.R.

ILLITERATE POPULATION IN THE COUNTRIES OF ASIA AND THE PACIFIC



INCREASE OR DECREASE IN THE NUMBER OF ILLITERATES AGED 15+ (1970–80) IN ASIA AND THE PACIFIC

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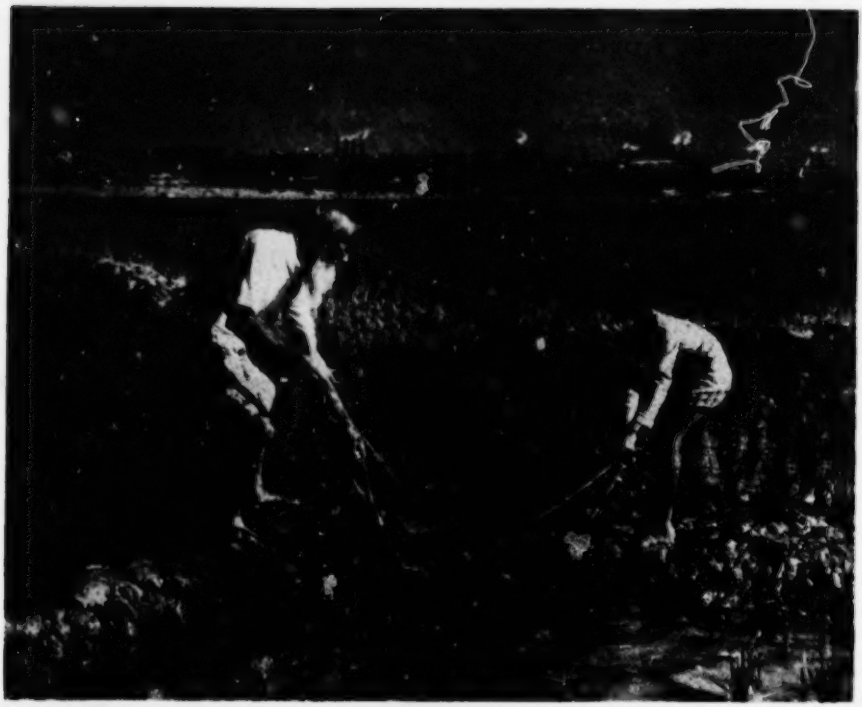

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NOTES: "A. Bibliography on Adult Education in Asia and the Pacific" is selected from *Bibliography on Adult Education in Asia and the Pacific,* (Unesco Regional Office for Education in Asia and the Pacific, Bangkok, Thailand, 1982.), and "B. Bibliography on Simple Teaching and Learning Materiaos" is selected from *A Bibliography on Simple Teaching and Learning Materials (including games, toys and plays)* compiled by Naowarath Yamsaengusung and Uraiwan Yamsaensung.

Materials for Neo-Literates Produced by ACCU

under "Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)" (1981–1984)

booklets

The Life of Water

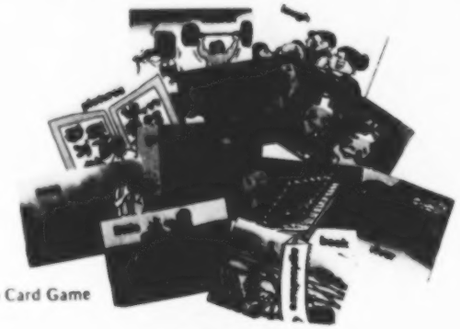
Raising Chickens

Grow Mushroom

Baby's Food

Bamboo Handicrafts

games



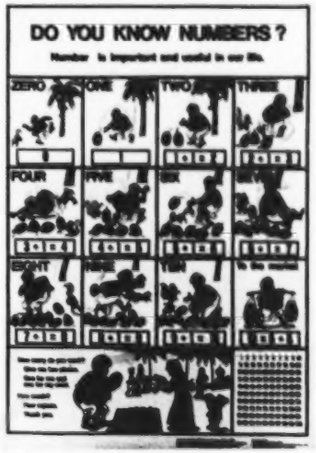
Proverb Card Game

Around Asia and the Pacific (sugoroku)

A Balanced Diet

Building Up A Happy Community (sugoroku)

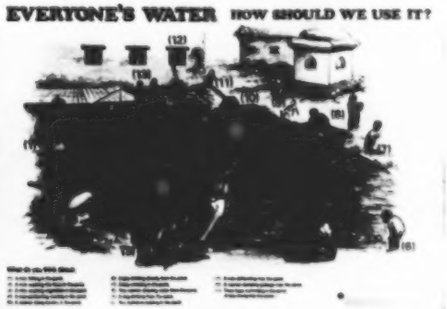
posters



Do You Know Numbers?

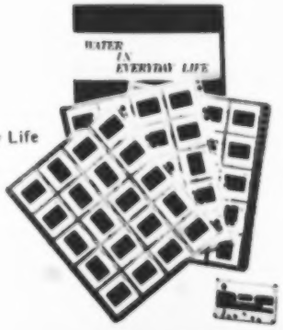
Sanitation

Let's Read



Everyone's Water

slide kit



Water in Everyday Life

Public Pollution Inside the Bus

Animal Sugoroku

Home Gardening

Tree Planting

Charcoal Water Filter/
The River and Us

references

Development of Literacy Follow-up Materials (Final Report of 1983 Regional Workshop held by ACCU)

Preparation and Field-Testing of Materials for Neo-Literates (Final Report of 1984 Workshop)